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★ Boards of Education—

Elective or Appointive?—*Stumpf-Miller*

★ Getting the Most Out

of Double Session Schooling—*Thomas*

★ Common-Sense Purchasing at a Profit—*Delaney*

★ Job Classification of Noncertificated Personnel—*Roelfs*

★ A School Board Builds for Civic Needs—*Campbell*



VOLUME 125, NUMBER 2

AUGUST, 1952



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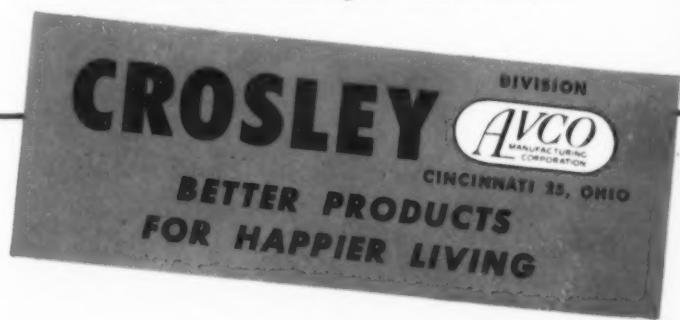
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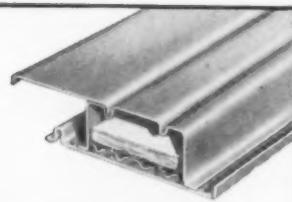
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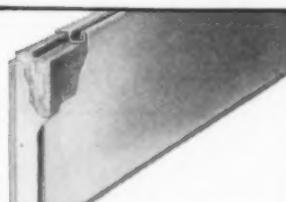
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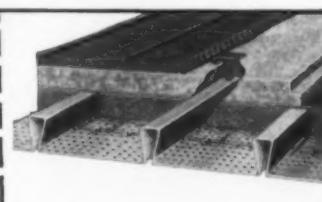
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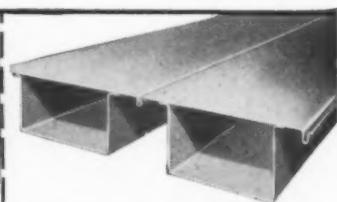
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State School Boards Associations

Edward M. Tuttle

Rereading the brief reports on the first half of the state associations presented in these columns last month, I am myself surprised at the extent and vitality of the activities reported. The record should be impressive and encouraging to readers not so familiar with it. Let's continue with the roll call this month in order that no state shall be neglected and each may have an opportunity to profit and gain enthusiasm from the experiences of all.

MICHIGAN

Within three years after its organization in the spring of 1949, the *Michigan Association of School Boards* was in a position to employ a full-time executive secretary who took office on October 1, 1951. Since then enrollments of membership by all classes of school boards have largely increased due to more personal contacts and the development of a printed *News Letter* carrying definite items of information on local, state, and national levels. Here is an example of the value in starting with a potential adequate to the needs and opportunities for service by such an association.

MINNESOTA

The *Minnesota School Board Association*, dating from 1921, has in very recent years become one of the most vigorous among all the states. It enrolls over 1200 boards in its membership, including districts of all sizes, many of them rural. More than 1600 board members attended this past year's annual convention. Next year (for the first time) a commercial exhibit will be held in connection with the convention. An excellent *Journal* is published monthly and distributed widely. One of its features is a detailed report of each month's meeting of the executive committee. By paying expenses and a per diem to its officers and directors for attending executive committee meetings, full and regular attendance is secured, a great amount of constructive business is cleared, and several joint committees with other organizations function actively. Annual fall workshops are held in each Congressional District, and in some of the larger districts two workshops.

MISSISSIPPI

On November 6, 1951, the *Mississippi School Boards Association* came into being as the 42nd state association. Only Arkansas is younger. A carefully prepared enabling law was submitted to the State Legislature and is being considered along with all other phases of an improved public education program by a joint legislative committee which

is to report to a special session of the Legislature this coming fall. Meantime the officers of the new association have selected a person to be their first full-time executive secretary and are all set to make rapid progress as soon as authority is cleared to provide a working income from local board memberships.

MISSOURI

Through an unfortunate chain of circumstances, the *Missouri Association of School Boards*, first organized in 1942, has been largely inactive during the past two years. An attempt to secure a part-time secretary was ended after a few months because of his recall into military service. The association has a small nucleus of funds, and recently steps have been taken looking toward a state-wide meeting at which the association can be reactivated and started on the road of development in membership and service.

MONTANA

The *Montana School Boards Association* was organized in 1926. During the past ten years it has published an excellent bimonthly bulletin entitled *The Trustee* which has a circulation of 3500. At one time or another the association has enrolled in its membership nearly half of the 1274 boards in the state, but in any given year the number is closer to one third. Distances and difficulties of travel are great in this state, but a good annual meeting is always held in late fall, one feature of which has been invited guests from neighboring state and Canadian provincial associations. In turn, the M.S.B.A. often sends its representatives to school boards association meetings elsewhere, and this year for the first time the president and part-time executive secretary attended the convention of the National School Boards Association.

NEBRASKA

The most significant progress made by the *Nebraska State School Boards Association* during the past two or three years, according to its part-time executive secretary, is the recent organization of seven district associations operating under the authority of the state association. The chairman of each district serves as a member of the N.S.S.B.A. executive committee. This plan is designed to draw more rural and small town boards (which in Nebraska number over 6000) into the association and is already having good results. The association is also planning to co-operate financially in a study of the duties, responsibilities, and activities of school boards and superintendents in small schools in the

state. Although organized as long ago as 1919, the Nebraska association has recently begun to exert a more definite influence on the state's educational program.

NEW HAMPSHIRE

Organized in 1944 on a rather nominal basis of support, the *New Hampshire School Boards Association* has confined its activities chiefly to a good annual meeting in the fall and to affiliation with the National Association. The voluntary secretary is a member of the State Education Department. Present officers have plans to expand the work of the association and to increase its membership to more nearly 100 per cent of the 239 boards in the state.

NEW JERSEY

The *State Federation of District Boards of Education of New Jersey* has struggled for years against a legal limitation in dues which since the organization of the Federation in 1913 has restricted its income to between \$5,000 and \$6,000 per year. This spring the Legislature passed a liberalizing amendment which the governor signed. On June 21, the Federation held its annual meeting and adopted a schedule of dues with a potential of around \$24,000 a year. A new full-time executive secretary is busy with plans designed to lift New Jersey rapidly into the ranks of the strong, effective state associations in the country, a welcome advance in the association movement.

NEW MEXICO

A letter from the state president reports that the outstanding development in the program of the *New Mexico School Boards Association* since its organization three years ago has come within the past year in the form of a wonderful co-operation by other educational agencies. The association has had a difficult time to get started but now seems to be definitely making progress. Many lay groups are uniting with the school people in New Mexico in a sincere and concerted effort to provide the best possible educational advantages for the children of the state. It is now recognized that an effective association of the school boards is an essential factor in this accomplishment.

NEW YORK

Organized in 1919 and reconstituted in 1933, the *New York State Association of School Boards, Inc.*, stands today, with Illinois, as one of the two leading state associations in extent of its budget (about \$75,000), in personnel (3 full-time executives), in size of annual meeting (over 2000, the largest

(Continued on page 6)

Roll Call of School Board Associations

gathering of board members in the nation), and in its publication program. Each year, in the June issue of its quarterly *Journal*, the association gives a complete index by title and chapter as well as the complete text of practically all new laws affecting education as passed by the current legislature. This is not provided by any other source and is furnished to every board member and school official in the state. A series of 22 district meetings this past spring drew a total attendance of 2580 from 563 of the 834 member boards. In five years these district meetings

have increased 70 per cent in attendance. Of special significance is representation of the school boards association on a large number of state-wide commissions and committees in educational and civic areas. It is apparent that this recognition of the role of school boards by other state agencies is on the increase, and the opportunities thus presented to the association are of greatest importance. The State Comptroller's office regards the N.Y.S.A.S.B. as one of the "Big Four" concerned with fiscal matters in the state, the other three being the Association of Towns,

the Conference of Mayors, and the County Officers Association.

NORTH CAROLINA

The *North Carolina School Boards Association* has been organized since 1937, and has always functioned under voluntary leadership with a nominal schedule of dues and a small budget. However, considerable accomplishment can be reported. This spring, eight district meetings were held with attendance ranging from 50 to 155 at each meeting. The association has joined with the United Forces for Education in backing a legislative program for the schools of the state, which is greatly needed. Plans are being made for a summer workshop for school boards at the State University, and for a three-day state-wide meeting in September. Work conferences are also being held for district committeemen who are appointed by the 100 county school boards of the state to be in charge of each school building and to act as advisory committees to the county boards.

NORTH DAKOTA

The *North Dakota School Officers Association* was organized sometime prior to 1927 which is the date of the earliest available records. It is a division of the North Dakota Education Association and holds its two-and-a-half day convention at the same time, but plans an independent program except for the evening general assemblies. The N.D.S.O.A. is supported by county associations, and dues are assessed by counties on a uniform \$10 basis. Fifty of the 53 counties are members, each entitled to two voting delegates at the annual state-wide meeting. Even with such a nominal budget and a voluntary secretary, the association has made its influence felt in the state educational program, and in constructive legislation. Immediate objectives include the adoption of a code of ethics, encouragement of written policies by local boards, greater state-wide association activity, and continued co-operation with the National School Boards Association.

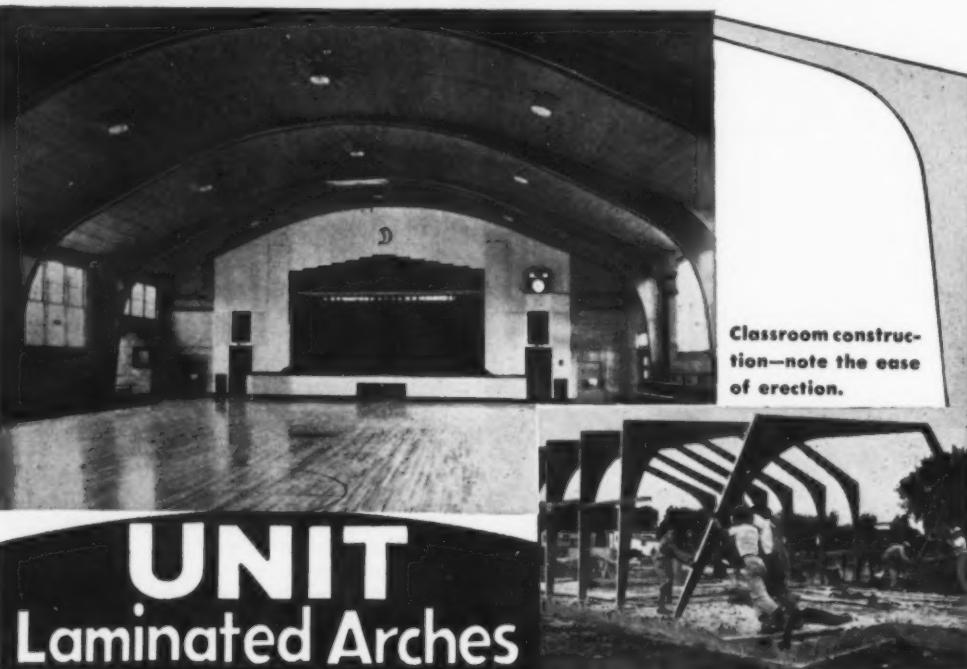
OHIO

Since 1950, the school boards in Ohio have been organizing on a regional basis pending the securing of legislation which will legalize a state association. Such a bill failed of passage in 1951, but in 1953 the board leaders hope to be successful. Meantime, active associations are operating in southeastern Ohio (May, 1950), northwestern Ohio (September, 1951), and southwestern Ohio (November, 1951), while a committee on organization in northeastern Ohio has been at work since a preliminary meeting in March, 1952. Ohio is one of the leading states in the country educationally, and the school boards association movement will take a big stride ahead when the state-wide organization becomes a reality. Undoubtedly the prior existence of functioning regional associations will aid the state association to a strong start.

OKLAHOMA

Organized in 1946, the *Oklahoma State School Boards Association, Inc.*, has steadily gained ground in membership and prestige in the educational affairs of the state. Within the past year the schedule of dues has been

(Continued on page 8)



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ROLL CALL

(Continued from page 6)

more than doubled and the increased income will provide greater service from the office of the executive secretary who reports plans to emphasize regional organizations and to issue the *News Letter* monthly next year. Recently the association president and secretary conducted a group discussion on "Written Policies for Boards of Education" at the state convention of school administrators, evidence of the growing co-operation between the two groups. A program of needed legislation for schools is one of the objectives of the O.S.S.B.A. for 1953.

OREGON

The Oregon School Boards Association was organized four or five years ago but has been able to make very little progress due to an ill-advised ruling by the state's Attorney General against the use of public money by local boards to support the association. Individual dues from loyal board members produce a small fund which provides for an annual meeting, but until an enabling law can be obtained from the state legislature the association cannot function as an effective agency for the improvement of public education. This is especially unfortunate right now when Oregon is endeavoring to promote a constructive educational program based on a recent state-wide survey. An interesting fact in the situation is that the School Boards Association president is also the president of the State Board of Education.

PENNSYLVANIA

Oldest of the state school board associations, the Pennsylvania State School Directors Association has an unbroken record from 1896 to date. In point of financial strength it stands next after Illinois and New York. A full-time executive has been employed since 1938 and consideration is now being given to the employment of an association solicitor to render legal advice to school boards but not to try cases. The membership has increased year by year, until this past year it included 2183 of the possible 2517 boards in the state, a remarkable achievement. The association has built itself into the educational picture by representation on an increasing number of state boards, commissions, and committees having a direct or indirect relation to school problems and finance. The P.S.S.D.A. has carried on a considerable number of studies, alone and in co-operation with other agencies, including such subjects as school employee salary schedules, tenure, and the like, leading to appropriate legislation. The association has regional and county affiliates and publishes a sizable quarterly *Bulletin*.

RHODE ISLAND

With the death this spring of its secretary, who for some years has been the only factor holding together an almost dormant Rhode Island Public School Officials Association, dating back to 1930, it is going to be necessary to reorganize the association on an active basis. How this shall be done or who will do it has not yet become clear, but there

(Continued on page 49)

AUGUST 1952

The Teaching Profession and —

THE TROUBLE WITH MERIT SYSTEMS

*Lester Vander Werf**

No one wants to see mediocrity rewarded in any field, either in theory or in practice. In fact, most of us would be pleased if competence were everywhere properly recognized. Theoretically, it is possible to match competence with compensation. Practically, however, problems not easily resolved, arise.

School boards and institutions the country over are wrestling with the desire to reward teaching on its merits. No one yet has come up with a satisfactory answer, that is, one that pleases everybody. Perhaps it is too much to expect that most can be pleased under present circumstances.

Before a positive program is suggested, a brief analysis of the principle of merit rating is pertinent. The confidence many people have voiced in merit systems is based on four assumptions, all partly or completely false.

1. *That teaching can be accurately measured.* The major hurdle is one of definition. The art of teaching has numerous interrelated aspects, is amazingly complex, and will differ in its impact on students as the personality pattern of the teacher varies. Further, while competent judges can arrive at a relatively high level of agreement within broad categories of "superior," "average," and "inferior" teachers, no single index has yet been found that will distinguish among fine gradations of superior, or average, or inferior.

A recent experience of the writer is

apropos. Eleven people selected on the basis of experience and competence in the field of teacher evaluation were trained to use a given definition (in this case an instrument composed of twenty items). All observed the same teacher the same class period and checked responses to the twenty items. Five rated her superior, four average, and two inferior. And this teacher had been selected by her principal as being "in a class by herself."

General Judgments Possible

Research covering nearly a half century in the area of prediction of teaching efficiency reveals very confused results. Many reasons can be cited. Factors are difficult to control, no two people see the same "behavior," much depends upon the point of view, to raise no question of the validity of the instruments. Thousands of "experts" have defined good teaching. What agreement exists lies in the most general terms.

There are those that, feeling the unreliability of random judgments, urge the use of paper-and-pencil tests. "We must use objective means," they say, without examining the subjective judgments that are involved in constructing a test or questioning the lack of relationship between real and paper-and-pencil behavior. Yet many are searching for just such a way out.

Others rely heavily on student evaluations on all levels. But research suggests that up to about grade seven student opinion is quite unreliable. Further, that adolescents, as reliable as they are in judgments on teachers, become less so as they grow older, college students being less consistent than high school students. And what may be more significant, the best teachers by all other measures are usually considered best by many students but *worst* by some.

Not much reassurance here.

2. *That administrators can be objective in their judgments.* If assumption No. 1 were true, merit rating would break down here, for equally germane to the discussion is the question of the rater. Like everyone else, the administrator has his biases. No one can be completely objective about anything. Herein lies a strength as well as a weakness of human beings. Be that as it may, supervisors have various ways of evaluating competence. The day is quickly passing (and high time, too) when a given number of pieces of chalk appropriately distributed in the tray constituted good teacher behavior. Some people look at



*Associate Professor, Department of Education, College of Liberal Arts, University of New Hampshire, Durham.

ability to discipline, some at student success on examinations, others at number of interviews with students, still others at class load. While it is not impossible for experienced people to change, biases are difficult to eradicate. As one example, many persist in believing naïvely that a teacher must "discipline" before students can learn.

"Outside" Influences

Perhaps a greater weakness of many people is that they are influenced by other than the most cogent considerations. We all have some difficulty in separating a person's competence from our liking or disliking of him. To press the point one step further, we can be influenced by behavior "outside" of teaching. It is relatively easy, in fact, when no confident judgment of teaching exists. We are prone to go looking for compensating externals elsewhere: writings, hours spent, committee work, etc. Now many of these items, some think, are part of the total job of teaching. All well and good, but who can weigh a piece of committee work against a piece of research? Or who will weigh the contribution of teaching five classes against six?

All of this is not to suggest that these considerations are not important, but simply to raise a question as to their relativity in somebody's judgment. The fact that we all make judgments about people all the time anyway and can thus do it in teaching is missing the point.

3. *That individual competitive situations encourage competence and high morale.* Tawney succinctly put the thing paraphrased as follows: the effect is the same whether one wins or his competitor loses. Many administrators make competitive hay in the sunshine of divide-and-conquer. Now, of course, ruthless cutthroat conditions would not be respectable. Educators have much nicer words in which to couch these things. For example, "rewarding mediocrity reduces morale." So the question can thus be asked, how can one know where he stands under highly competitive situations, and how can morale be high when he does not know? Or isn't he supposed to know?

Bad Individual Bargaining

A related evil is individual bargaining. Implicit is the idea that money is limited and one can "earn" it from another. When there are no generally accepted salary standards, money can be "saved" by getting each to state his price. But as is so often the case, one can always be hounded by fear of usurpation by another if he refuses the figure offered. It was individual bargaining that brought on labor unions. In teaching it has resulted in spasmodic unions and the recent national movement to arouse teachers to unite in professional effort. On the college level the A.A.U.P. has affected certain minimum safeguards. That more has not been done to date is

evidence of the success of the divide-and-conquer technique.

Often, too, and equally bad, teachers' fate rests with a single individual. We can face up to the fact that all people do not wear the diadem of power graciously. Power to manipulate people often lies in the hands of unpredictable persons. And, not altogether innocuous, is the susceptibility of some to "apple polishing."

4. *That teaching staffs lie on the curve of normal distribution.* There was a time, perhaps it was when the Foundation for the Advancement of Teaching made its survey of Pennsylvania, when anyone who could breathe could teach. Not many schools exist today which hire completely unselected personnel. It follows then that the more selection is operating, the more curtailed the distribution.

Of course, it is still true that some institutions keep the unfit to save money. Replacement with competent personnel would augment the budget. Such attitudes often "vindicate" school boards in not paying poor teachers high salaries. "Look at all the weak sisters," they say; "they don't deserve even the minimum."

II

Since school boards and school and college administrators may remain unconvinced unless something better is offered, a positive program is suggested. It is well to consider the following as working principles rather than complete or satisfactory answers.

1. *Develop a complete salary schedule.* Teachers by the nature of their contractual agreements, cannot set their fees to the times, like doctors and lawyers. If then, by virtue of their training, they are to meet continuously higher standards, they are entitled to some expectations of salary level after a given number of years' experience. Only a salary schedule with minimums, stated steps, maximums, and attachment to a cost-of-living index can suffice. This does not imply rigidity. On the contrary, no salary schedule is good if it is not flexible. The rest of the outlined principles explain the proper functional conditions.

Poor Investments

2. *Eliminate the dead wood as soon as it is spotted.* It should have been clear that teachers can be evaluated with some consistency only in broad categories. Poor teachers are a poor investment. Administrators have the responsibility to eliminate the "inferior" ones as soon as possible. The bottom of what is considered desirable should be continuously raised because, only by serving students thus can taxpayers get a respectable return on their dollars. By gradual refinement in judgment, it may be possible in time to eliminate the "average" as well. In other words, as expectations rise, the definition of "poor" will broaden to include more and more.

Some may say that it is not the administrator's responsibility to establish pro-

fessional standards. But whether he likes it or not, he is so involved. For example, if a superintendent knows institutions where only "good" teachers are graduated, he has an obligation to citizens to seek in that direction first. This is actually happening in many places.

A legitimate gripe centers in the fact that many poor teachers are now protected by tenure and are therefore beyond reach. It is to be expected that under the proposals presented here, some will receive more than they deserve. Such is a likely occurrence in any transitional period. But over the long haul, better conditions should attract more superior people.

3. *Let the staff help decide standards of merit.* A flexible schedule will provide opportunity for some to rise faster on the scale than others, according to their contributions. Some may even deserve to go beyond the maximum. When staff members share the responsibilities to recommend such "promotions" there are possibilities for fairer judgments since more than one person is making them. More significant may be the fact that a feeling based on the knowledge that such promotion will not deprive anyone else of a possible increment should produce genuine appraisal, more spontaneous recognition. It is such staff of which high morale is made.

Staff Help in Choices

4. *Let the staff help set up job specifications in case of vacancies.* More and more staff members work together. A new person must "fit in," must be accepted. Opportunity to define the position may lead to increased standards. Where this has been tried, teachers often seek out someone who may be recommended to begin at a salary beyond their own. We all like to work with people who stimulate us. But since stimulation is a two-way street, contributions may increase in circular fashion.

Final selection of the candidate is not necessarily implied. But at least the staff might well take a hand in initial screening.

5. *Provide vigorous leadership.* There is no substitute for good leadership, for it is the best guarantor of staff growth. Here, too, staff members might well contribute to selection. It is questionable, however, if this will function properly unless the other conditions exist. Continued growth may be frustrated where leadership has sole power over all staff members.

Research adequately supports the contention that high staff morale is achieved through vision in its leadership, the seeking of common goals in an atmosphere of free, frank, and open discussion, "above board" and "democratic" decisions, and adequate salaries. Professional growth can occur only in the soil of these conditions.

Many may protest that such a program will cost money, "more than we have." One might answer that it is questionable if an institution which cannot meet these criteria deserves to exist in a democratic society.

Both Plans Are Good—

Boards of Education—Elective or Appointive?

W. A. Stumpf* and W. Starr Miller**

It probably should be mentioned more often than it is that members of boards of education and the people at large consider being "on the school board" one of the genuine honors that a community can confer. Trite though it be, we believe it worth repeating that responsibility for the oversight of a public school system is one of the aspects of government most intimately connected with the welfare of the nation.

It may be assumed, granting exceptions to the contrary, that the opportunities for important social service and the large responsibilities implied in school-board membership generally attract individuals of some standing in their communities. Also, the vast majority of people seem to want such persons on their school boards. The selection of the members clearly is a matter of grave consequence, and it ought to be a serious and continuous concern—as it generally is—of all engaged in the administration of public education.

The personnel of school boards has been the subject of numerous writings which set forth the considered opinions of practitioners and students of administration. It has also been the subject of various studies of the composition of school boards. Needless to say, the several conclusions reached in these studies are varied and occasionally contradictory.

Direct Election vs. Appointment

In a society which emphasizes democratic lay control of government, a school board presumably representing the people should be chosen democratically. Nevertheless, we also believe that if board members selected by a means somewhat less than democratic are demonstrably better qualified than those chosen by a more democratic plan, perhaps the sacrifice of some elements of democracy not only may be justifiable but also desirable. Should, however, the results from a less democratic method be approximately the same or be negative, then the burden of proof, we believe, logically lies with those proposing the less democratic plan.

Two general methods of selection are common in the United States: (1) direct election by the legally qualified voters, and (2) appointment by some governmental agency, body, or official. In order to ar-

rive at some pertinent conclusions about the relative efficacy of the two methods, a comparison was made of certain characteristics of the boards and certain qualifications of individual members as they were found in two large samples selected on the basis of the two general methods cited above. The samples chosen were the county boards of education of Alabama, where selection commonly is by vote of the qualified electors, and those of Georgia, where selection commonly is through appointment by the grand jury of each county.

The comparisons are based on groups believed to have similar backgrounds. Both Alabama and Georgia are predominantly rural states though both are somewhat industrialized and urbanized. Both have predominantly the county type of school administrative unit. Only the boards in each state which operated typical county units of school administration were considered. The samples included 72.3 per cent of the county boards of Alabama and 54.8 per cent of the county boards of Georgia. Forty-eight per cent of the individual members in Alabama and 50.3 per cent of those in Georgia are included. Responses were well scattered geographically throughout the two states, and the distribution included boards from counties in both states which had both rural and urban populations. It is believed that adequate safeguards were employed to insure fair and accurate comparisons.

The items measured are admittedly indirect means of evaluation. They include composition of the board and, for individual members, civic participation and standing in the community. Measurement of such qualities as effective participation, good judgment, and the like, important as they are, is essentially a subjective process and was not attempted. Highly refined statistical techniques seemed inappropriate so were not employed.

Alabama and Georgia Compared

In Alabama the county school board consists of five members elected by the qualified voters, with the customary general qualifications of good character, fair education, and interest in public education as parts of the law.

In Georgia members of county school boards are chosen by the county grand juries. A summary of the procedure is appropriate at this point: Biennially the county board of jury commissioners—six

"discreet persons" appointed by the judge of the Superior Court—selects from the books of the tax receiver "upright and intelligent men" as potential grand jurors. From this list the commissioners choose not more than two fifths, who presumably constitute the "most experienced, intelligent, and upright men," to serve as grand jurors. The resulting grand jury selects the individuals for the five-member county school board. The legal qualifications for the board members are similar to those mentioned in the Alabama law.

The method of popular election employed in Alabama provides for a direct voice of the qualified electors in the choice of board members. We believe the method exemplifies lay control based upon democratic selection. In contrast, the grandjury method common in Georgia gives the people a direct voice at but one point—the election of the Superior Court judge. Thenceforward it is essentially an authoritarian process, with the will of the electorate at least two steps removed from the actual selection of the school board. The limitation of membership to freeholders further impinges upon such democratic aspects as the plan may have.¹

The duties and responsibilities of school boards and their members determine the characteristics and qualities which it is desirable for them to have. These functions include policy making, evaluation, and the employment of personnel. Each may be divided and subdivided. It is assumed that in both states the boards use the professional advice and the executive assistance of a superintendent of schools and his staff. Ultimate legal responsibility, however, rests with the boards for most matters.

Desirable Characteristics

The following list of desirable characteristics or criteria was adopted:

1. Membership should include both men and women.
2. Members generally should be within the age period of greatest efficiency, but mature—from about 35 to 45 years of age.
3. Members should not serve so long as to encourage ultraconservatism or a feeling of "owning the schools."
4. Membership should be balanced with persons from a variety of occupations.

¹Since these comparisons were made, a few of the counties in Georgia have moved toward election of county boards of education by the qualified voters.

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TABLE 1. Selected Characteristics and Qualities of Certain County School Boards and Their Members in Alabama and Georgia

Characteristics and Qualities	Alabama Group	Georgia Group
<i>Mixed boards</i>		
Men	98 %	99 %
Women	2 %	1 %
<i>Age</i>		
Median	55 yrs.	53 yrs.
Between 35 and 45 years of age	13 %	17 %
<i>Tenure as a board member</i>		
Median	8 yrs.	5 yrs.
Term being served	Second	First
<i>Tenure in present occupation</i>		
Median	30 yrs.	24 yrs.
<i>Formal education</i>		
Median	12 yrs.	10 yrs.
Median, all persons in state more than 25 years of age	7.1 yrs.	7.1 yrs.
<i>Children</i>		
Members having children in school	46 %	45 %
Median number per board member	3	3
<i>Experience in schoolwork</i>		
Members having such experience	13 %	11 %

5. *Members should be well established in their communities.*

6. *Members should have incomes commensurate with standards of decent living, and which permit them to accept taxation rather freely.*

7. *Members ordinarily should have a reasonably broad background of formal education.*

8. *Members should be capable of understanding school problems.*

9. *Members generally should have children in school.*

10. *Members should exhibit civic interest and leadership.*

11. *Members may include persons who serve or have served the community as public officials.*

The detailed findings have been condensed into four tables. These will be interpreted in light of the "desirable characteristics" just presented.

The Findings

1. *Board membership should include both men and women.* The county boards of education in both states were composed overwhelmingly of men (Table 1). The difference of 1 per cent between them is not significant. In neither state, incidentally, did the percentage of women board members approach the 10 per cent found in a study² made in 1946 of 3068 school districts in the United States.

2. *Board members generally should be within the age period of greatest efficiency — about 35-45 years of age.* The median ages for both groups were substantially above the indicated range (Table 1). The difference between the two states is not significant. As groups, the boards in both states were substantially older than the national median of 48.5 years.³

3. *Length of service should not be so long as to encourage ultraconservatism and a feeling of "owning the schools."* The legal term of office for members of the Alabama boards is six years; of the Georgia boards, five years. On the basis of median years of service (Table 1), the Alabama

board member was typically in his second term (eighth year) in office; the typical Georgia member was in the final year of his first term. The boards in both states conform to the criterion, with little to choose between them.

Balanced Memberships

4. *Membership should be balanced with persons from a variety of occupations.*

"Agriculture and allied industries" was found (Table 2) to be the predominant occupation of the board members in both states, as might be expected from their agricultural character. The predominance is especially marked in the case of the Georgia boards — more than half (58.8

TABLE 2. Percentages of Members of County School Boards in Alabama and Georgia Reporting Various Occupational Classifications

Occupational Classifications	Alabama Group (156)	Georgia Group (390)
Agriculture and allied industries	39.2	58.8
Merchants, executives, and proprietors	33.4	22.1
Professional — medical, legal, ministry	10.3	7.8
Sales and clerical occupations	7.6	5.7
Craftsmen, industrial and mechanical workers	3.8	3.1
All others	3.8	3.8
Not reporting	1.9	.7
Total	100.0	100.0

per cent) of whom were in this category. Both the percentage difference in this category and that found between the two state groups with respect to members from the "merchant, executive, proprietor" category are significant. Other percentage differences in this analysis are not.

We believe that the Alabama boards as a whole met the criterion of diverse occupational background more nearly than did the Georgia boards.

5. *Board members should be occupationally well established in their communities.* Both the Alabama and Georgia board members had median occupational tenures (Table 1) sufficiently long to meet the criterion, with no practical advantage to either group.

6. *Board members should have incomes commensurate with standards of decent living, and incomes that permit them to accept taxation rather freely.* Income dollars as well as those for living costs have increased so rapidly that the mere figures present some hazards when made a basis for measurement. Further, the dollar figures alone (Table 3) are not deemed to represent adequately the incomes reported in view of the large percentages of farmers comprising the two groups. We believe, however, that a substantial majority of the board members of both groups met both aspects of the criterion, the Alabama group having whatever advantage there was.

Education of Members

7. *The formal education of board members should be reasonably broad.* A significant difference favoring the Alabama

TABLE 3. Percentages of Members of Certain County School Boards in Alabama and Georgia Who Reported Various Amounts of Annual Income

Income Groups	Alabama Group (134)	Georgia Group (296)
\$1,000 or less	2.2	4.7
\$1,001 to \$2,000	12.6	18.2
\$2,001 to \$4,000	27.9	29.7
\$4,001 to \$8,000	35.8	29.1
\$8,001 or more	21.5	18.3
Totals	100.0	100.0

boards was found in the median years of formal education of members of the two groups (Table 1). This finding is subject to qualification, however. In 1907 the Alabama legislature authorized the cooperation of the state and counties in establishing county high schools. In contrast, high schools through county taxation did not become a part of the state program in Georgia until 1912. Since the board members in both states received their education about forty years ago, many of the Alabama group may have had an opportunity to attend high school at public expense five years before a similar opportunity was present in Georgia.

8. *Board members should understand school problems.* Some authorities believe that experience in schoolwork is a desirable qualification for board members, though such experience is hardly an adequate measure of one's ability to understand school problems. In so far as the Alabama and Georgia boards were concerned, the difference was not significant.

9. *Board members generally should have children in school.* The two state groups were found to be almost identical with respect to this criterion (Table 1).

10. *Board members should exhibit civic interest and leadership.* This criterion we believe to be especially important. Data not shown in Table 4 indicate memberships by both groups in the same types of civic and fraternal organizations. The largest number of memberships was in the Farm Bureau and the second largest num-

TABLE 4. Participation and Leadership of Members of Certain County School Boards of Alabama and Georgia in Civic, Church, Welfare, and Political Affairs

Kind of Participation	Alabama Group	Georgia Group
<i>Civic participation and leadership</i>		
Number of different organizations in which membership was claimed	21	18
Mean number of organizations belonged to per board member	1.9	2.6
Mean number of offices held per board member	.95	.24
<i>Church participation and leadership</i>		
Board members claiming church membership	92 %	86 %
Board members holding offices in churches	28 %	9 %
<i>Participation in welfare drives</i>		
Board members actively participating	54 %	24 %
<i>Political offices held</i>		
Board members holding state offices	3 %	5 %
Board members holding county offices	10 %	7 %
Board members holding local offices	17 %	14 %

²School Boards in Action. Twenty-fourth Yearbook of the American Association of School Administrators, 1946, p. 28.

³Ibid.

ber in the Masonic order. These findings are consistent with others presented and with the social order of the people of the two states.

The findings indicate that the Georgia board members were more frequent "joiners" than the Alabama group, but that after becoming members of various organizations and activities, they did not become leaders to the extent found among the Alabama group. Nor did the Georgia group participate in welfare drives nearly to the extent reported by the Alabama board members. We believe the findings with respect to this criterion clearly favor the Alabama group.

11. *Board members may include persons who serve or have served as public officials.* The differences between the groups (Table 4) are not significant though favoring the Alabama group.

Some Useful Conclusions

We repeat our belief that in a democratic society the method of selecting a policy-making body such as a board of education ought to be democratic, and that any plan lacking democratic aspects ought to pro-

duce results demonstrably superior to those of the more democratic method to justify its use. The method of choosing members for county boards of education in Alabama — by vote of the qualified electorate — is clearly a more democratic type of lay control than the grand-jury selection of members for such boards in Georgia.

The two groups of boards as a whole were far more alike than different, a conclusion of others who have studied the matter in states other than those used in this study. Before dismissing the method of selecting boards as a matter of little import, however, some attention should be directed to those findings which do point out significant and important differences.

A wider occupational composition was found among the boards selected by popular vote. Most authorities agree that reasonable diversity of background among board members is highly desirable. A substantially larger percentage of board members elected by the people occupied other positions of leadership in civic and church affairs, and took part in welfare drives, than was found for the appointed

boards. Boards having members with leadership qualities seem to have been produced more largely by the plan which is essentially democratic in character. Certainly leadership qualities and a feeling of social responsibility attached to participation in welfare drives are important qualities for a school board member to have.

Since the evidence indicates rather clearly that in so far as the boards included in this study are concerned — county boards of education in two rural states — popular election produces bodies at least as good and in some respects perhaps better than those chosen by the somewhat undemocratic grand-jury method, there seems no valid reason for employing the less democratic method of selection. It is realized that no method of selection alone will produce consistently good boards. It is contended, however, that boards of education in a democracy ought to be chosen democratically at least until it can be shown that a sacrifice in democratic method produces boards not merely as good but, rather, superior to those democratically selected.

When Buildings Are Hopelessly Crowded —

Getting the Most Out of Double Session Schooling

*George Isaiah Thomas, Ph.D.**

Boards of education who have to resort to double session schooling as a temporary means of providing certain numbers of children with classroom facilities have an obligation to see that the children get as much out of the shortened school day as they can profitably assimilate and enjoy. Getting the most out of double session schooling is necessary also for the preservation of the school and of society.

Preliminary Re-evaluation and Planning

Before a school starts operating on double session, parents, teachers, school administrators, and board of education members should re-examine the educational philosophy of the community. If the philosophy calls for a child centered school, there should be less emphasis placed upon subject matter than seems to be the case in many double session schools.

From time to time steps should be taken to re-evaluate the program of the double

session schools in terms of the objectives and the outcomes of the educational program. This is essential to insure education that is meeting the needs of the children and the community.

Improving School Facilities for Teaching

On the positive side of double sessions is the fact that more classroom space is made available through the use of classrooms by morning and afternoon groups of children. When a school is placed on double session, all emergency type classrooms in the school or out in the community should be eliminated. Again, double session permits the lowering of the pupil teacher ratio in a classroom. Some of the disadvantages of double session schooling may be minimized if an attempt is made to keep classroom enrollments below thirty pupils to a teacher. This will permit more effective teaching and individual guidance and help.

School facilities should be made attractive. Lighting should be adequate. There

should be plenty of bulletin board space so that each of the two teachers in a room can have her allocated space. The teacher should be provided with adequate supplies and materials needed to do a good job of teaching. There should be enough textbooks and supplementary books to work effectively. The pupils will have to share desks, but the teachers would be better off if they could have individual desks or at least separate storage cabinets and desk drawers to keep papers and personal possessions.

The Double Session Teacher

The best teachers obtainable are needed in the double-session schools. These teachers should be able to plan their work very carefully so to get the most out of the limited time they have with the children. There should be little waste motion as teachers and children work together. The teachers need to be able to adjust to new situations. They need to be skillful in motivating children to action and interest.

They should be able to work effectively with other teachers.

The teacher day and the teachers' duties should be defined before starting double session. One teacher should be responsible for a session, but her responsibilities should not end there. Her school hours should be the same as those of a teacher working on full session. In her non-teaching hours she may be assigned to coaching classes made up of children from the off session. She may help in the office, supervise the playground, plan and carry on recreation activities for off-session children. Teachers may be assigned to committees which are studying curriculum problems and materials.

A recommended use of double-session teachers is to require the morning teachers to act as helping teachers or assistants for an hour or so in the afternoon. The afternoon teachers may come in during the morning and work for an hour or so with the morning-session teachers before going out to lunch and preparing for their own classes.

Children in Double Sessions

General practice indicates that double sessions tend to be started with first-grade children and then work up through the grades as the need for space develops. The younger children do not need as long a day as the older ones in many respects. They do get tired in full session programs, so that a shortened day, which allows them to relax and work alternately, gives them more time for other interests out of school. A whole school should not be placed on double session unless it is absolutely necessary to utilize all the classroom space twice each day. It is recommended that children be assigned to sessions on the basis of geographic lines. This tends to keep children of the same homes and areas together. Supervision in off-session hours is thereby simplified and the living routines in fewer families are disturbed. If the children are transported, savings in bus transportation costs can be frequently made.

The afternoon session is disliked by teachers and children because fatigue is reportedly a handicap. This problem should be studied carefully in every school. In many cases the criticism of fatigue may be dispelled by revising the program so that the children will be exposed to a wide variety of activities which call for something other than sedentary activities. Many school systems have children and teachers change sessions at mid-year or at the end of each quarter. Frequently visual aids, physical education, art, and music may be rescheduled to late afternoon hours.

The interest of the teacher should be in pupil growth. There should be more interest in the child. Attempts should be made to give him individual help and

CHILDREN AND PEACE

As we look to the future we realize that children are the key to a permanent peace. If we can help them to develop normally, in close companionship and understanding with others from their own neighborhood and from typical neighborhoods all over the world, they will appreciate natural differences of language, religion and culture without prejudice or suspicion. With this mutual understanding and appreciation of others they will find ways to work and play together throughout life. This kind of youth development and mutual understanding is very essential for every land and nation, including our own. — *Will C. Crawford.*

guidance. Some of this can be done if the apparent need to hurry can be eliminated. Field trips can be held and personal interviews, or special help, can be given in off-session periods so that the individual children and the teachers can get well acquainted. Attempts should be made to determine pupil growth in nonacademic fields as well as in academic fields. Few studies have been made as to the effect of double session upon the social and emotional growth of children.

Some of the tensions resulting from double-session schooling may be dispelled by placing less emphasis upon marks and report cards and using more well-conducted parent-teacher conferences as means of judging the growth of children and of co-operatively helping them solve their problems.

Improving the Curriculum

Children should not be expected to do the same amount of work in fixed subject fields as children do in full session schools. Savings in time may be made through replanning the curriculum, eliminating materials of little value, teaching on the



basis of needs, and utilizing new techniques of teaching. The curriculum should be child centered if the greatest amount of pupil progress is desired. Much of this will be evident if the community has a sound educational philosophy. The shortened school day will not permit participation in as many activities as would be possible under full sessions, but losses may be minimized if teachers are free to revise teaching schedules and methods of teaching in terms of pupil needs rather than extensive prescribed bodies of subject matter. The following suggestions may help improve the curriculum of many double session schools:

1. Children should not be expected to do the same amount of work that is required of full session children. Courses of study requirements need to be revised in terms of the needs of children and the times available.

2. Homework, if desired, should be kept at a minimum. Parents should not be expected to make up the lost time for study in school by having to give extra assistance at home.

3. Existing courses of study should be modernized. Unessential and irrelevant materials should be eliminated. Through streamlining the courses and textbook requirements, time can be saved and used to emphasize new and/or essential material.

4. Methods of instruction should be examined. New techniques of instruction may be utilized to insure faster learning. Some of the extra-time teachers may be devoted to studying new ways of instructing children. A recent study has revealed teachers have used less visual aids for instruction than they had before double session. In general, auditory and visual aids may be considered short cuts to learning and should be used more rather than less.

5. Music, art, and physical education can be taught as parts of large areas of study and need not be eliminated as they have been. Frequently subjects may be correlated or integrated to save time and help insure mastery and understanding.

6. Teachers should be encouraged to experiment with different ways of grouping children for more effective learning. Time can be saved for essentials by grouping and differentiating instruction in terms of the abilities and needs of the children.

Double session schooling is no substitute for full session schooling. The children tend to lose 20 per cent of their schooling, hence the need of emphasis on improving the curricular offering to realize the maximum number of the educational objectives. By utilizing the teacher as a worker in off-session periods for research and as a helpmate to other teachers, instruction can be improved and the children can leave school without as great an educational loss as they might have suffered. Greater progress can be made if the curriculum permits flexibility.

Common-Sense PURCHASING at a Profit

John F. Delaney*

Chicago's public school system, expending twenty million dollars annually through its Department of Purchases, is the "Windy City's" largest customer of educational materials and foodstuffs. The schools' lunchroom operation is a project that alone grosses \$5,300,000 each year.

There could be a vast waste in dollars and services by haphazard handling of the routine of supplying the needs of more than four hundred schools and 375,000 pupils.

Year after year, the 11 members who make up the membership of the Chicago board of education have sought to perfect methods and practices for expediting the 52,500 requisitions and purchase orders processed.

Not too long ago, Dr. James F. Redmond, who came to Chicago from Kansas City, Mo., as assistant to general Superintendent Herold C. Hunt, was named by the board, as Director of Purchases. His is the herculean task of guiding the multiple operations assigned to this department. He has been given an assistant, and four experienced and outstanding buyers to aid him. The Department of Purchases has taken on an up-to-the-minute physical aspect through reorganizing the large clerical force, and furnishing it with modern working facilities. A sample room has been installed and a "production line" has been established for processing requisitions.

Purchasing Responsibilities

The responsibilities of the Department of Purchases are manifold. Among them are:

Perpetuation of a daily, city-wide truck service for commodities from the Division of Supplies' central warehouse to the schools, conveying materials that are requisitioned. This delivery service is expedited by the use of detached trailers, some of which are continuously reloaded at the warehouse—while others are en route making deliveries. A specifications division reclassifies, regroups, and revises specifications—as modern trends and needs in education present themselves.

A textbook requisition section delivers new and usable books to the schools where needed, and returns to the book de-

pository, unusable books—either for return to the publisher, or to the bindery to be rebound, cleaned, and re-finished for later use in the schools.

A printing plant for the production of pamphlets, brochures, and office forms brings about savings in time and money.

A testing laboratory analyzes coal, water, paint, soap, oil, and other commodities to insure compliance with bid specifications.

The encouragement of more manufacturers, jobbers, and wholesalers to bid for Chicago board of education's business, to assure fair and competitive prices on all purchases.

One has to reflect only upon the requirements of the 184 Chicago public school lunchrooms to realize that the school lunch program ranks as the largest restaurant operation in the City by the Lake. When first organized these school lunchrooms were divided into five districts—with 35 schools in each division. One-hundred thousand pounds of fresh meat were required each month during the school year. Then contracts were awarded to two or three purveyors with daily truck delivery equipment and facilities. A simi-

lar arrangement was set up for the purchase of fresh fruits, vegetables, and fish.

Handling Small Purchases

A study began shortly after Director of Purchases Redmond took over which changed many policies and practices. It was ascertained that 124 elementary school lunchrooms which have small weekly requirements, placed unreasonable costs upon their purchases due to expensive delivery service. An average use of less than \$15 for fruits and vegetables was the weekly estimate—and meat orders for the same period amounted to less than 50 pounds. Here was waste in service costs.

This was remedied by an order to the 124 elementary lunchroom managers, to select a local market to supply fruits and vegetables when needs were small and could not justify wholesale purchases and delivery. The number of weekly deliveries were accordingly reduced from 184 to 60. Small elementary school lunchrooms now purchased fruits and vegetables from the local dealers at about the same cost but saved the delivery expense. Lunchroom managers can make their own selections now.

The remaining 60 schools were junior-college branches, high schools, and special schools. They were organized into two purchasing divisions—one, South and one, North. The South area contained the famous "South Water Produce Market" within its boundaries; consequently, 36 schools were allotted to the South division; while the North comprised 24 schools.

Specifications were written to comply with the United States Department of Agriculture standards and grades.

A Federal Inspector checks all orders for fruits and vegetables—packed for the Chicago board of education, and places upon each and all crates and packages—a seal of approval.

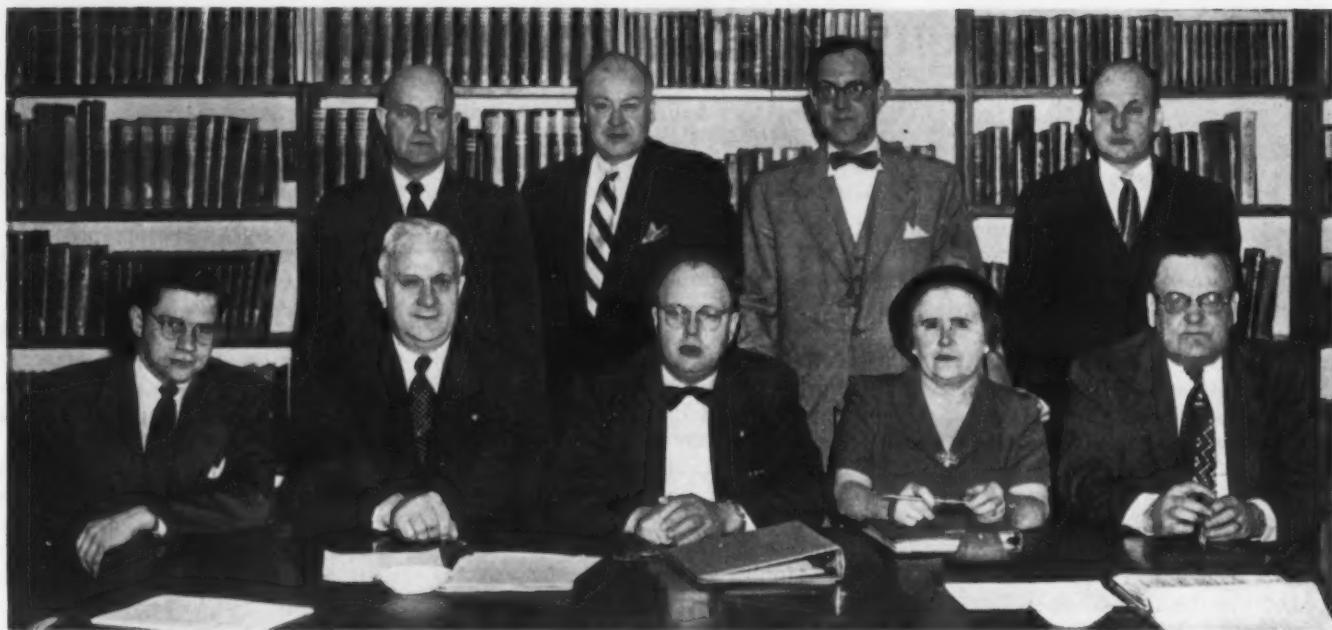
Lunchroom managers will not accept fruits and vegetables unless the packages are sealed, stamped, and bear the approval of the inspector of the United States Department of Agriculture. Five hundred dollars a week, or \$200,000 for the 40 week school year is approximated in saving.

Canned Goods and Donated Foods

The Bureau of Purchases at present is in the midst of another experimentation

* Director, Bureau Public Relations, Chicago Board of Education.

A WORKING BOARD OF EDUCATION—



The Fond du Lac, Wis., Board of Education

Since 1945 the Fond du Lac board of education has conducted a plant modernization program which has resulted in the complete revamping of lighting, built in classroom equipment, furniture, library and health education facilities, lunch rooms, etc. These physical changes have been made only to keep the plant in harmony with the vast enrichment and broadening of the instructional program led by Supt. Harold C. Bauer and the instructional staffs.

Members of the board from left to right (seated) are: N. F. Kelley; Mayor E. F. Weis; Roy W. Thiel, president of the board; Mrs. J. A. Nemick; Odin Olson. Standing: Ralph Miller; Superintendent Harold C. Bauer; W. W. Meyst; Norman Peters.

to streamline the purchase of canned goods. During the spring, it was considered expedient to curtail purchases of canned goods; just sufficient canned goods were acquired for the current schools need. Thus the Department of Purchases now finds itself in a position to go into the market, at the proper time, and purchase a year's supply of canned goods—of the new pack, and at a saving to the Chicago taxpayer.

The small requirements of the aforementioned 124 elementary schools which offered a fruit and vegetable problem, also posed a meat, fish, and donated food question.

Each year, the Chicago public school system receives about a million dollars worth of donated foodstuff from the U. S. Government. This must be placed under refrigeration and delivered to the schools throughout the school system as requisitioned. The use of public cold storage warehouses has been a happy solution of this problem. Weekly deliveries, as requested by lunchroom managers are made. An annual cartage contract is entered into for these deliveries at so much per 100 pounds or less.

Out of these many problems which presented themselves, an innovation has

arisen which promises a saving of \$75,000 a year. It has to do with frozen meats, poultry, and frozen fish.

Meat and Fish Purchases

With consolidated buying power, packaging, delivery, and refrigeration, the board of education is able to supply its lunchrooms with their needs—according to the size of each respective school.

Heretofore, under the fresh-meat buying contract, 57 cuts of beef, veal, lamb, pork, and poultry were required. Today, under the frozen meat program—and after six months' study—based on past food orders—only 30 cuts are needed.

Under this new program, the orders of the lunchrooms—regardless of size—are fulfilled by the use of packages weighing 4, 5, 6, 8, 10, 12, 15, 20, and 30 pounds. An average elementary school's weekly order for meats and donated foods is 100 pounds which is forwarded along with the packages of vegetables, fruits, and other foodstuff. A monthly saving of \$7,500 results.

The estimated cold storage cost for 30 days is about two cents per pound. The average saving on purchases of frozen meat is five cents per pound. Each package of meat shows its content and net weight.

The purchasing office consolidates requests for frozen meat and donated foods. Schedules are adjusted; combined orders are suggested, and deliveries are arranged for—at the rate of 60 orders a day. These are handled by three trucks.

When a delivery is made, the lunchroom manager checks the quantity and items of his requisition, signs a receipt for the driver, and transmits a copy of his receipt form to the Finance Department. Later, his copy is rechecked and entered in a perpetual inventory by the Purchasing Department. Then the receipt is returned to the Finance Department to be charged against the respective school lunchroom.

This economic innovation has been brought about without one penny outlay for capital expenditure. Storage and delivery charges are prorated on each school's order.

The gross benefits so far observed are: better purchasing, better prices, assurance of receiving full quantity of merchandise requested, plus a maximum of saving. Inspection and labeling insures correct quantities, untampered packages, and food of quality at a lower cost to the public school lunchrooms which cater daily to Chicago's army of healthy boys and girls.

The Importance of Work-Experience in Education

E. C. McGill*

The question as to how important work-experience in business education really is has been raised by administrators, boards of education, taxpayers, as well as the business teachers who are responsible for directing its activities. In answering this question, one should consider various aspects of its importance. Why is it important to the school, teachers, pupils, parents, community, and businessmen?

The value of such an educational program cannot be determined solely in terms of the individual's earning power after graduation. Any worth-while estimate must also include other benefits, such as the pupil's ability to adjust to everyday living, to become a good citizen, and to work for the general improvement of business in its service to the public. Perhaps there is no way in which these factors can be measured even approximately. Yet, some general conclusions can be reached which are important in justifying a co-operative work-experience program.

Value to the School

Through a co-operative work-experience program, the school administrators have a greater opportunity for developing closer contacts with the patrons, the businessmen, and others who employ the school product—the graduate. Through this contact a greater responsibility will be built up in the community for the school and its activities.

Recently, a town of approximately 15,000 population initiated a work-experience program in office practice and retail salesmanship. It was amazing how interested businessmen became in the educational program. They checked the course offerings and they asked questions about the types and suitability of the office machines and equipment. The members and the secretary of the Chamber of Commerce made special efforts to obtain co-operation between the work-experience co-ordinators and the employing businessmen in finding work stations and maintaining good working conditions. They also assisted in getting needed instructional equipment through gifts and loans from businessmen. This community is especially appreciative of the work-experience program in its school.

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Far too often, businessmen in a community feel that the school is so remote that it does not relate itself to local economics as it should. Selling and other activities related to distribution provide more employment in any community than most schools realize. The business education courses especially should be started to meet the job needs of young people in distribution.

Importance to Instructional Staff

A part-time work-experience program is important to all the teachers in a school, even to the teachers in the art, science, and social-science areas who have little direct responsibility to business. Many of these teachers have had no contacts with business except to make purchases and pay their bills. These teachers have never had an opportunity to look at training for business from the other side. If a work-experience program is undertaken, it is important that the entire staff understand what is being done, why specific policies are in use, and how the work-experience attains important objectives not possible through any other means. This understanding can be used in numerous ways in teaching such apparently remote subjects, as science, literature, geography, and civics. The entire faculty of a school should have an appreciation for the objectives of business, and of such matters as business ethics, business standards, community relationships. If the schools are to adjust to the objectives and challenges which have been directed toward them by the complicated modern life in America, greater effort from all the teachers must be brought to forcibly bear upon the learning processes.

The work-experience program is important to the business teachers because it helps them develop closer co-operation with business leaders of the community, and this helps the teachers learn much more about the real operation of businesses. Knowledge of the problems, organizational activities, and duties of businessmen will serve as connecting links for bringing about improvement in the business education in that community. The good business program must be developed co-operatively by the businessman, the school, and the community for meeting the real needs and objectives of business.

Value to the Pupils

Part-time work-experience is important to high school pupils because it provides them with the finest opportunity to get real training for real jobs that exist for real people. This training comes at a time when they have a chance to correlate the on-the-job activities with classroom learnings and responsibilities. Co-operative work-experience enables a graduate to truthfully state that he has had experience in at least some of the work for which he is applying. He can also claim that his training and background are related to this experience. It has been found that young people who have had work-experience training are able to obtain advancements more rapidly than other employees. Their earning power is usually better in the initial stages, as well as later when they have reached more advanced positions. This improved earning power is due to work stability of the individual, which, in turn, makes for better citizenship.

The work-experience training obtained while in school enables young workers to become better sales persons or office employees because of the broad training resulting from their education—the direct supervision on the job while they are in the learning process and the better background information obtained in the class-work. Most pupils who have had part-time work-experience have greater opportunity for satisfaction in their jobs due to the opportunity to choose an occupation which they enjoy and in which they can do good work. Due to the close supervision of work-experience they also have had an opportunity to carry responsibility at an early age.

Because the formal schoolwork is tied in with a real job, both are worth more to the pupil. The things that take place in class loom in greater importance. Problems encountered on the job often find an answer in the formal classroom activities where the teacher shows how they influence management, profits, and general business operations. In such situation students who were drifting along making only average grades, became top students because classroom problems which had seemed unimportant and dull take on new "life." In turn, problems which occur in their work are brought to the classroom

for discussion and solution so that the whole class benefits through these real life contacts. Such experiences provide further proof that good business education must combine formal classroom training with the experience laboratory, where theories and book knowledge can be viewed and shaped in accordance with best business practices.

Importance to Parents and Community

In cases where parents are not financially able to keep children in school as long as they would like, the earnings of part-time work are an important aid. The opportunity to earn part of one's expenses is educational in itself because it teaches children the value of money, the importance of planning the spending of money, and most certainly it provides an understanding of the financial problems of the parents. The satisfaction that comes to parents when they know that a son or daughter can really work for a living, and still prepare for it while in school, is worth a great deal to parents. There is also satisfaction in knowing that when school is completed children have already made the initial entry into a chosen field of work.

An illustration of the value of a business work-experience program is found in a small town of the broad "wheat lands." When the work-experience program was cautiously introduced into this town, little thought was given to its possible effect on the community. Not only did the Service Clubs and Civic Organizations become interested immediately but they began to ask questions about the future. Through follow-up studies made by the co-ordinator, needed curricular changes were dis-

covered and initiated which were important for school improvement. Requests were made for a thirteenth and fourteenth year program for students who needed additional education but were not financially able to attend college at a distance. The whole educational level of this community has been raised, and there has been a fine infiltration of higher living standards and better business and community policies—thanks to business work-experience.

Many of our smaller communities lose the "cream of the crop" of youth because of the greater attractions of the large cities. If the school can teach the opportunities which exist in the home town, through the channels of work-experience, it will help boys and girls to understand the importance of staying where they were raised, where they are acquainted with people, and where they have the feeling of belonging. The boys and girls who have learned the requirements of their jobs while in school have less difficulty in financing their start in life because they have developed a steady income in an earlier point in life.

Young men and women who are well trained for their work make better citizens because they become interested in local civic problems, and seek their solution. They feel that they are a part of the community. They are emotionally more stable, and they can see a future for themselves in the community. They are more likely to develop a community spirit which bespeaks pride and participating citizenship. Employed people are happy so long as their employment leads to security and emotional stability. It can be claimed that boys and girls who go through a work-experience program have

a better chance for happiness because of the factors that make their employment secure.

Work-Experience Helpful to Business

The owners and managers of businesses will profit from a well-planned educational work-experience program. It provides them with better trained employees who know how to handle customers and office problems—who have gained practical skills in the handling of merchandise through the formal training received in the classroom. Employees who have an appreciation for good customer relations will be worth much more to their employers than those who have had no understanding of this factor in their work. Good sales persons know their products—how and of what they are manufactured, and what use values they possess. They also know how to present these facts to potential buyers. Boys and girls who learn merchandising techniques in part-time programs are taught how to show merchandise so as to attract buyers. All these factors prove of great worth because they mean a larger volume of sales at a small salary outlay, fewer clashes with customers, better relationships between employer and employee, with less risk for the honesty and responsibility of the employees. The average boy or girl who is trained in the work-experience program has greater versatility and background for entrance into business.

To Summarize

In summary, it can be said that the educational work-experience program in business is profitable to all concerned:

(Concluded on page 64)



School Board of A & M Consolidated Schools, College Station, Texas

The A & M Consolidated Schools are engaged under the board of education in an energetic program of expansion, both of the curriculum and the school plant.

Front Row (left to right): Charles LaMotte, outgoing member; Ewing Brown, president; C. A. Bonnen; John S. Rogers, new member; C. B. Godbey, outgoing member. Back Row: Henry Allen; Donald Vestal, new member; Mit Williams; Ernest J. Redman, Jr., secretary.

THE JOB CLASSIFICATION of Noncertificated Personnel

*R. M. Roelfs, Ph.D.**

A century or so ago there were few school employees other than teachers. In each school the teachers performed nearly all the tasks necessary for the operation of the school program. Since that time the school employee group has become quite diversified. Now a few nonteaching employees are found in every small school organization and considerable numbers are employed in the larger city school systems.

School systems have grown so gradually that many administrators have not become aware of the need for improving total personnel policies. When the number of noncertificated employees was small, the administrator was well acquainted with the work done by each. As the schools became larger, the administrator became less and less cognizant of the specific functions of the various employees.

Important Noncertificated Positions

Many school officials have failed to recognize that the services of the nonteaching employee can assist or obstruct the professional service which the teacher renders, and that all administrative activity should be means to the end of promoting instruction. The education of children in any school system requires not only well-qualified teachers but also other efficient employees. School buildings must be built, serviced, and maintained; books and supplies must be provided; various records must be kept; and many other services must be performed in order to provide an effective setting for teaching and learning.

The importance of the nonteaching school employee is further emphasized by the fact that many of them are in as close contact with school children as are the teaching personnel. In nearly all city school systems the school secretary, the custodian, the bus driver, and the cafeteria worker come face to face daily with many students in the performance of routine duties. The work they do needs to be performed acceptably or the educational program of the school will suffer.

Basis Needed for Administration

To what extent a school system is able to secure good personnel and is successful in getting from them their best efforts depends upon many conditions arising out of personnel policies. The more important policies include

the following: the way in which employees are selected; the salaries which are paid; the possibilities for promotion; the provisions made for vacations, sick leaves, and retirement; the quality of the work required; the work load that must be carried; the possible years of employment; the general desirability of the working conditions; and finally the general morale which is maintained. The kind of men and women a school system is able to attract, the quality of the job they will do, and consequently how successful the educational program will be — all this is dependent to a large degree upon how much attention is given to the conditions of employment.

Job Classification as a Basis

Policies for the administration of the nonteaching personnel are essential to providing efficient noninstructional service in a school system. The worth of these policies is dependent, however, upon their soundness. The selection of an employee cannot be satisfactory unless the essential demands of the position are known. A compensation plan cannot be equitable unless it takes into account the duties and responsibilities of each position. If promotions and dismissals are made on merit, some kind of a guide is needed to determine which employees are qualified and which are not. In short, the problem is to set up a basis which will serve as a guide to personnel administrators in matching the man with the job.

A complete classification plan with job descriptions of all nonteaching positions will provide the basis needed for the successful administration of these personnel.

Utilized Classification Procedures

During the past two decades public school systems have shown growing interest in information about job classification. Investigation of the school officials is understandable when one observes that a parallel but earlier interest in classification procedures was manifested by personnel administrators in industry and government and paved the way for establishing more efficient service and for improving employee morale in these organizations.

The classification plan has proved practically indispensable to the equitable and efficient administration of personnel programs in large industries and businesses and in the governmental services. These organizations and agencies have made much progress toward establishing descriptive standards for their

varied jobs and positions. In view of the proved success in other fields, more school officials might well consider employing job-classification techniques to provide a sound basis for the administration of the noncertificated school employee group. A civil service system of selecting employees has been adopted in some of the larger cities, but many school boards have continued to employ and manage nonteaching employees on an indefinite basis.

Many schoolmen are hopefully looking for better policies for administering noncertificated school personnel. A few large cities are currently engaged in comprehensive classification studies of their noncertificated school positions, and several others are contemplating similar studies. There is evidence that some people, at least, are becoming convinced that a well-developed classification plan is needed for the equitable and efficient administration of the nonteaching employee group.

What Is a Job-Classification Plan?

A job-classification plan is a system under which jobs are grouped in classes on the basis of the current duties and responsibilities of the employees. The nature of these duties and responsibilities, and their relative difficulty and importance, form the basis of the classification. A careful job classification indicates the relationships of positions within an organization. It indicates the wages paid and the general conditions of employment; it shows the line of responsibility, the nature of the duties, and the minimum qualifications for each class of positions. The development of such a plan must be preceded by an analytical study in which the essential characteristics of each job are identified, the likenesses and differences recognized, and the relative difficulty and importance determined.

A basic idea underlying a classification plan is that the employer should pay the man for the specific job he does. The jobs are classified according to the duties and responsibilities of the work and not the qualifications and abilities of the particular worker located in the position at that time.

An erroneous concept quite commonly held is that a pay plan and a classification plan are synonymous. Actually they are separate and distinct entities and should be recorded in separate documents. One may exist without the other. The use of the classification plan in the development of a pay plan is only one way it might be used. In a classification plan, positions are separated into categories on the

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basis of duties and responsibilities, while in a pay plan scales of pay are determined for the classes of positions as they have been previously arranged under the classification plan.

While it is true that job classification is most frequently used as the basis for the compensation plan, it is well to keep in mind that it is a technique used to aid in the solution of many other problems. Some of the principal ways in which a job-classification plan can serve personnel administrators to a good advantage are: (1) to provide a common terminology for all jobs within an organization, (2) to provide hiring and firing standards for each job, (3) to serve as a guide in determining eligibility for promotion and clarifying the logical sequence of jobs, (4) to serve as a base for determining salary, (5) to identify suitable positions for workers who are being transferred from their present jobs, (6) to supply information essential for in-service training programs, (7) to furnish a yardstick for evaluating a worker's performance in and qualifications for present jobs, (8) to present the total organizational picture of positions for the study of organizational defects in the arrangement of jobs, (9) to assemble data concerning a large number of jobs in a form understandable to persons not acquainted with the details of specific jobs, and (10) to encourage the improvement of relations between employees and management.

Characteristics of a Classification Plan

In a study completed recently, an attempt was made to summarize the desirable char-

acteristics of a job-classification plan. The 19 characteristics stated below, while not all inclusive, are those which seem to be most evident after studying the features of classification plans presently in use in municipalities, state and federal civil service, school districts, and large businesses; interviewing a number of classification specialists, and reading extensively on the subject.

1. Job classification is based on the duties and responsibilities of the positions.
2. Job classification is based on a study of actual existing facts and conditions.
3. A job-classification plan includes all positions within an organization or under a jurisdiction.
4. The plan is expressed in clear and concise language.
5. A simple and logical system of grouping positions into classes is used.
6. Objective and impartial procedures are followed in grouping positions into classes and in ranking classes according to difficulty and importance.
7. The differentiation between classes is definite and clear.
8. The relationships among classes are clearly evident.
9. The relative level of difficulty of each class has been determined and is indicated.
10. The job-classification plan is reviewed continuously or at frequent intervals and appropriate revisions are made.
11. The job-classification plan includes as essential components, a system of class titles, the class specifications, and a code of rules.
12. The class titles are brief, descriptive, unambiguous, and are accurately defined.
13. Included in the class specifications

are statements of duties and responsibilities, the typical tasks, and the essential qualifications of the workers.

14. Additional desirable facts to be emphasized in class specifications are supervision exercised and accepted, and the usual lines of promotion.

15. Class definitions are not influenced by the qualifications of the present incumbents of positions and their efficiency.

16. The code of rules covers regulations and procedures for the installation, administration, and amendment of the plan, as well as definition of essential terms or explanation of important concepts.

17. The plans classification and compensation are separate and distinct.

18. The classification plan is accepted by the employees as well as the administration.

19. The plan is used as a tool in personnel administration.

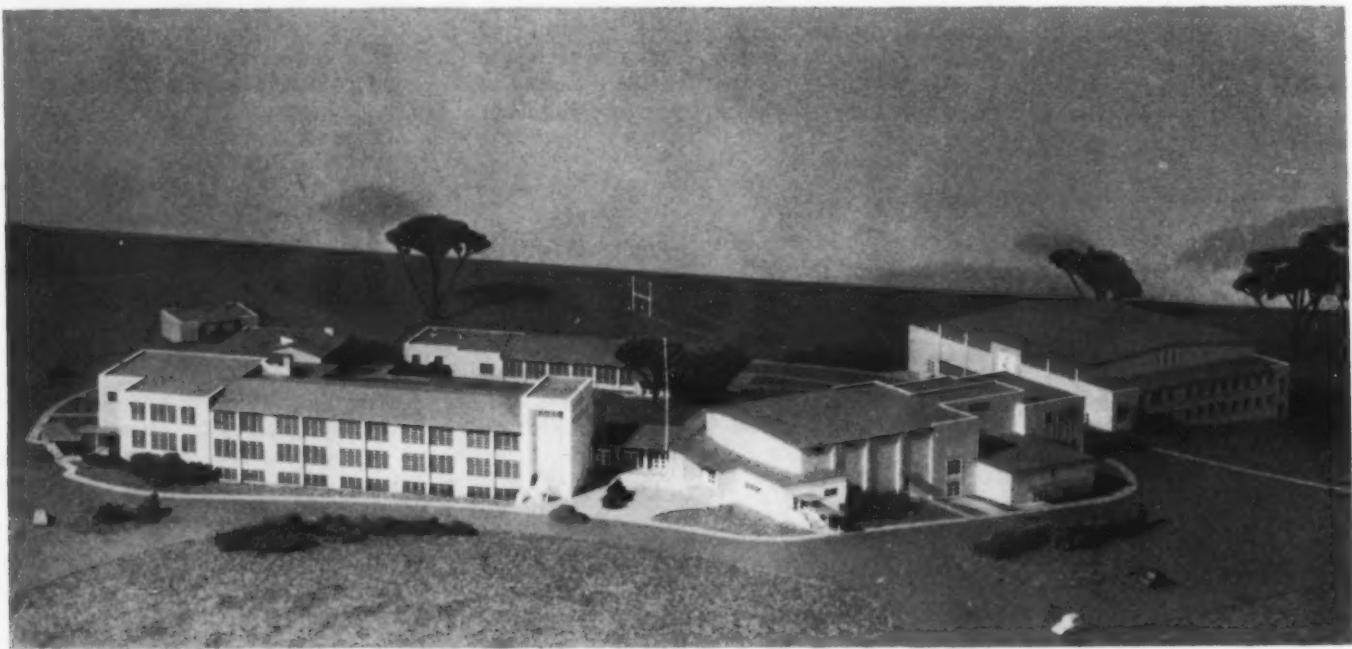
Ample evidence exists that a comprehensive job-classification plan is the heart of the personnel program.

NOTE. A second paper on job classification of noncertified personnel by Dr. Roelfs will appear in October. — *Editor.*

RED SCARE!

According to a newspaper report, worried mothers of children in a Spokane, Wash., primary school, telephoned police that their children belonged to a club called "The Communists." When Police Captain John Domit checked up he found that youngsters had adopted the name for their "club" and did not know the meaning except that it was something that sounded "bad."

When the teacher and the policeman explained, the children hastily agreed to find another name.



Model of High School, Clayton, Missouri. — William B. Ittner, Inc., Architects, St. Louis, Missouri.

The design for the proposed new high school at Clayton, Mo., was one of five school designs selected over the nation for the top Award of Merit in the architectural exhibits of the American Institute of Architects and the American Association of School Administrators, at the

St. Louis, Mo., Convention, February 28, 1952.

The proposed high school is different in that it is the "campus-type," and will comprise six different units — separate buildings connected by covered ways. The buildings will be grouped according to their use — the noisy parts where they

will not interrupt study. The design for the building was done by the William B. Ittner Co., Inc., St. Louis architectural firm.

Bids on the school have been received. It will be completed in two years, at a cost of about \$1,500,000.

Federal School Laws of 1951 Concerning Education

Guy C. Mitchell*

The 82nd U. S. Congress, in session during 1951 (First Session: January 3, 1951 to October 20, 1951) was more of a Congress at which there was educational legislation under consideration than it was a Congress of legislation actually accomplished. The new laws concerned with education are Public Laws No. 51, 134, 139, 170, 226, 26, 39, and 64. The main provisions of these laws are presented below.

In preparing this report, the author procured copies of the bills from the superintendent of the document room of the U. S. Senate and the House of Representatives, Washington, D. C.

Universal Military Training (P. L. 51). Through Public Law 51 the 82nd Congress approved in principle a plan long advocated by military men and veterans' organizations for extension of the national defense. It authorized universal military training and service. This approval expressed itself in the form of the "1951 Amendments¹ to the Universal Military Training and Service Act," signed by President Truman on June 19, 1951.²

The inauguration of the Universal Military Training program waits upon additional legislation by Congress, which is to stipulate the mechanics of the training program. According to Public Law 51, Congress is to have another chance to pass upon the question of whether or not Universal Military Training is to be adopted.

In addition to authorizing the establishment of a universal military-training program, Public Law 51 extended the Selective Service Act until 1955, lowered the induction age from 19 to 18½, lengthened the term of service from 21 months to 24 months, and provided for student deferment. Under the terms of the Act a five-member National Security Training Commission was established and charged with submitting legislative recommendations to Congress to implement and operate the Military Security Training Corps.

The earlier Act is amended to provide that every male citizen of the United States who on the day or days fixed for registration is between the ages of 18 and 26 shall present himself for and submit to registration, and shall be liable for training and service in the armed forces of the United States.

"The President is authorized . . . whether or not a state of war exists, to select and induct into the Armed Forces of the United States for training and service . . . such number of persons as may be required to provide and maintain the strength of the Armed Forces."

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¹Comprising amendments to the Selective Service Act of 1948.

²P. L. 51, 82nd Congress, Chap. 144, 1st Session, approved June 19, 1951.



With the written consent of his parents a boy, upon reaching the age of 17, may volunteer for induction into the armed forces or into the National Security Training Corps for the prescribed training and service.

Whenever the period of active service required of persons who have not attained the nineteenth year of age has been reduced or eliminated by the President, all individuals then or thereafter liable for registration who have not at that time reached the age of 19 and have not been inducted into the armed forces, are to be liable for induction into the National Security Training Corps for initial military training for a period of six months.

A National Security Training Commission is established, to be composed of five members (appointed by the President) three of whom are to be active or retired members of the armed forces.

A National Security Training Corps is to be established which will, under the supervision of the National Security Training Commission, offer the basic military training. The military department is to determine the types of basic military training to be given to members of the National Security Training Corps. Each person inducted into the Corps is to be paid \$30 a month.

The President may defer from training and service students "for such periods of time as he may deem appropriate." Any person who is satisfactorily pursuing a full-time course of instruction at a high school shall be deferred until the time of his graduation, or until he attains the twentieth year of age, or until he ceases satisfactorily to pursue such course of instruction, whichever is the earliest. A person who is satisfactorily pursuing a full-time college or university course of instruction may be deferred until the end of the academic year, or until he ceases satisfactorily to pursue such instruction, whichever is earlier.

No person is to be inducted for training and service in the armed forces after July 1, 1955.

Government Funds for School Facilities and Grants to Local Educational Agencies in Federally Affected Areas (P. L. 134). Through Public Law 134, Congress expressed a continued interest on the part of the Federal Government in providing financial assistance to school districts which have had an undue burden placed upon them by virtue of federal defense activities.

Congress had, through passage of Public Law 815 (81st Congress, Chapter 995, 2nd Session, approved September 23, 1950), declared it to be the policy of the United States to bear the cost of constructing school facilities in areas in which federal activities are being carried on. It had enacted a law providing payment to areas where parents of school children are employed on federal property, provided that the estimated number of such children in average daily attendance at the school is at least 15 and is at least 5 per cent of the estimated number of all children in average daily attendance.

Through Public Law 134, Congress in 1951 provided \$75,000,000 to be used in assisting local districts in federally affected areas to finance their building programs, as authorized by title II of the Act of September 23, 1950 (Public School Law 815).³ The United States Office of Education was charged with the administration of the Act.

Providing Housing and Community Facilities and Services Required in Connection With the National Defense (P. L. 139). Through the passage of Public Law 139 (known as the Defense Housing and Community Facilities Act of 1951) the 82nd Congress undertook to assist housing and community facilities and services required in connection with the National Defense.⁴ It authorized federal funds to assist the states and localities.

The National Defense Housing Act is amended by the addition of "Title IX—National Defense Housing Insurance," which creates the National Defense Housing Insurance Fund, and which supplements systems of mortgage insurance under other provisions of the National Housing Act in order to assist in providing adequate housing in areas which the President shall have determined to be critical defense housing areas.

The Commissioner, with the approval of the Housing and Home Finance Administrator, is authorized to prescribe such procedures as are necessary to secure to persons engaged in national defense activities preference or priority of opportunity to purchase or rent properties.

The Housing and Home Finance Adminis-

³P. L. 134, 82nd Congress, Chap. 373, 1st Session, approved Aug. 31, 1951.

⁴P. L. 139, 82nd Congress, Chap. 378, 1st Session, approved Sept. 1, 1951.

trator is authorized to provide housing in any areas needed for defense workers or military personnel or to provide community facilities or services required in connection with national defense activities in any area which the President has determined to be a critical defense housing area.

Vocational Education and Training for all Service-Connected Veterans Serving After June 27, 1950 (P. L. 170). Congress enacted a bill amending slightly Public Law 894 (81st Congress), Chapter 1176, Second Session, approved December 28, 1950, which was designed to provide vocational rehabilitation training for veterans with compensable service-connected disabilities who served on or after June 27, 1950.⁵ This Act extends the benefits of Public Law 16 (78th Congress) to veterans having service-connected disabilities incurred since June 27, 1950.

Amendment to the District of Columbia Teachers' Leave Act of 1949 (P. L. 226). The District of Columbia Teachers' Leave Act of 1949 was amended and clarified, by striking out certain figures and words relative to the number of days and by substituting other figures and words.⁶ The Act was amended further by adding a few statements, one of which reads: "Under such rules and regulations as the Board of Education may prescribe

⁵P. L. 170, 82nd Congress, Chap. 493, 1st Session, approved Oct. 11, 1951.

⁶P. L. 226, 82nd Congress, Chap. 601, 1st Session, approved Oct. 29, 1951.

any teacher or attendance officer may use three days of such cumulative leave with pay in any school year for any purpose, upon giving timely notice of intended absence."

Special Legislation. In Public Law 26, Congress authorized the transfer of the U. S. Morgan Horse Farm in Addison County, Vermont, to the Vermont College of Agriculture. Public Law 39 reconveyed to Tuskegee Institute about 100 acres of land which is part of the Veteran's Hospital at Tuskegee. Public Law 64 made a minor change in the membership of the directors of American University, Washington, D. C.

Nationwide Survey of Schoolhousing Facilities and Needs Under Way. It is well to note that the 81st Congress, in 1950, through Public Law 815, authorized a nationwide survey of schoolhousing facilities to provide "an adequate factual basis for further consideration." Out of the survey will come "an official report to the Congress relative to the status and needs of school housing and the extent that federal assistance to the states for public elementary and secondary school plant construction is necessary."⁷

Thus, it can be seen that the 82nd Congress, in session during 1951, did enact several significant school laws, although it was more of a Congress in which there was educational legislation under consideration than it was a Congress of legislation accomplished.

⁷P. L. 815 had provided also federal aid for school construction.

spring, nature will restore the grass with the help of reseeding, fertilizing, and other maintenance measures. Good judgment must be exercised how soon in the spring an area may be used.

Work With Specifications

The first element of success for any good turf play area is the original preparation of the site, the use of suitable seeds, and the adjustment of the entire program of preparation and care to the local weather conditions. It is advisable to employ a competent landscaping expert and to gather dependable information so that the specifications for grading and turfing a building site can be passed upon with assurance by the responsible school executives. State laws and local regulations must also be taken into account and the experience of the school authorities should be recalled.

It is well to work on specifications. In Portland, Ore., the school board has been especially successful in setting up specifications which include: (1) an announcement of the call for bids, (2) a complete bid sheet, (3) a call for a bidder's bond or a certified check, (4) a call for such subcontracts as may be needed, (5) the actual specifications, (6) the detailed instructions to bidders, and (7) the contract form to be signed by the bidders and, in the case of the successful bidder, bid to be accepted and signed by the board.

The specifications below have been used successfully for a recent turf contract by the Portland, Ore., schools. The general conditions are given because they are applicable with modifications in almost any school situation. State laws and local governmental regulations will require compliance with specific details.

The following comments on the specifications should be carefully considered before the final plans for turfing an athletic field in any school situation are decided upon:

1. The two seed mixes which are used for turfing this athletic field as well as the commercial fertilizer as specified are recommended for the Northwest District (area west of the Rocky Mountains including Northern California) of the United States. In other sections of the country it is necessary to check with turf specialists in order to be certain that the correct seeds are used.

Vary the Seeds

2. Different varieties of grass seeds are recommended because each one has a different time of seeding, at which time the grass is more or less dormant. By combining several varieties the growing periods overlap, thus giving a constant growth of turf. Some of the varieties are very tough and valuable for athletic fields, but by their nature are inclined to bunch when planted alone. Therefore, a thicker mat is obtained by adding a quantity of the Bents and Blue Grasses.

3. The grass seeds in the No. 1 mix are coarse heavy seeds and do best when planted deep. By planting these seeds first they can be harrowed in to the proper depth. The seeds in the No. 2 mix are fine and should be planted shallow. Also on account of the physical characteristics of the two groups of seeds, a better distribution is obtained by planting them separately.

4. The best time for seeding an athletic field which is equipped with a sprinkling sys-

(Concluded on page 60)

Better Grass for Play —

Standards and Specifications for Turfing Athletic Fields

Eldon I. Jenne*

The most satisfactory surface for outdoor recreational activities, including field games and major sports, is turf. Turf provides a smooth, resilient surface, keeps the participants out of the mud during wet weather, and eliminates a hard and dusty playing surface during dry weather. A turf surface, properly maintained, beautifies the school or playfield site, giving it a parklike atmosphere, and at the same time makes participation in games more enjoyable and a good deal less hazardous.

Public parks throughout the country are beautiful to look upon and the public is proud of them. Many school sites on the other hand present a striking contrast. The type of surface provided for school sites and athletic fields by many school districts has been a disgrace to the community. They are not landscaped, what little grass there is remains uncut and unwatered. The grass patches, therefore, became dried out, are full of weeds, and when used by participants for play, are dangerous and generally dilapidated. Mud and dust from such areas is carried into buildings, hastening depreciation and greatly increasing maintenance.

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Boards of education and school administrators have come to the conclusion that they should not permit such conditions to exist. They realize that many taxpayers rightfully think that a seedy looking school site indicates the same type of educational program. Consequently, when the voters in such a community are asked to provide additional funds for schools they are often reluctant and frequently have refused to do so. Modern school districts keep their buildings and grounds looking spic and span, just like the parks. They also design them for a complete recreational program for the whole community for groups of all ages on a year-round basis.

A turf field requires considerable maintenance in that it needs to be cut, watered, and fertilized at frequent intervals. It is also necessary to provide adequate drainage and a sprinkling system. There is considerable wear and tear on turf areas which are subjected to the intensive use by physical education classes, school intramural games, and heavy daily recreational and athletic use. There will be times when it is necessary to provide a rest period for an area by keeping off all activity for a time. The football season will do the most damage to turf, but during the winter and

Schenectady's Plan —

The School Census Yields Up-to-Date Information

*Robert A. Van Auken, Ph.D.**

The school census can yield much more information than is usually derived from it. Although individual school systems spend large amounts of money and effort on the school census, running into several thousands of dollars and hundreds of man-hours of labor each year, full return in the form of accurate, timely information is not usually realized.

A visitor to the census office of a large school system will see row upon row of file drawers filled with thousands of individual or family census cards. On inquiry he will be told of an elaborate system for collecting and funneling information about changes in the school census population to the central census office from the schools, the bureau of vital statistics, trucking and utility companies, and other sources. This is called a continuous census. House-to-house canvasses may also be made to further insure the accuracy of the information on file.

The difficulty, however, is that the information is mostly on file. Even though highly accurate, the census is of little value to anyone until the data are brought together and tabulated in a form that is readily usable. Probably no more often than once a year will the tedious job of sorting and counting the census cards be undertaken. If the common method of hand sorting is employed, it may take six, eight, or more weeks to do the job. When the data are finally available for use, they are already two or more months out-of-date. A new compilation of data will not be made until another count of the census cards is accomplished in one or more years.

One of the major weaknesses of the school census is apparent. A combination of frequent canvasses and continuous amendment techniques will keep the census files up-to-date. What is needed is a method by which the accurate information in the files can be made available when needed. In these days of rapid population movements, the school administrator cannot rely on data that are outdated by several months or years nor can he wait several weeks while a special study is made.

Census information must be not only timely and accurate, it must also be available for the separate administrative units within a school system. Census data are usually compiled for the school district as a whole. Knowing the numbers of boys and girls by age levels for the entire district is of little help to the school administrator when he is trying to determine future needs for one segment of the district. He requires exact population data for each of the administrative units. These can be combined for the district as a whole, but data for a large school district are not easily broken down to separate elementary or junior high school districts.

The Schenectady Plan

A system of child accounting has been developed in the Schenectady, N. Y., schools which overcomes both these difficulties. Complete census information is available at the end of each month for each of the 19 census tracts (the elementary school districts). Complete census data for the city as a whole or for any of the census tracts are available any time during the year on a few hours' notice. Generally, a complete compilation of data at the end of each month has been found adequate. It is felt that this school census is actually performing its function of providing accurate information whenever needed and that it is done at very little additional expenditure of money, time, or effort.

Accounting of children is similar to accounting for money. If one knows how much cash he has on hand at the beginning of business in the morning, how much was disbursed and how much received during the day, it is not difficult to determine the balance at the end of the day. This can go on for many days with considerable assurance that the cash is actually on hand without the necessity of counting all of it every day. In the field of child accounting it is necessary to begin with an accurate count of census data as represented by the family or individual cards in the files. If a record is made of all changes subsequently posted in the files, it is possible to balance these changes against the original breakdown of census information at any time and thus obtain a new and up-to-date breakdown.

The problem in setting up this accounting system was that of finding a suitable instrument by which the posted changes could be recorded quickly and easily and could then be quickly and easily totaled. The McBee Keysort cards were found to meet these requirements. The essential feature of a Keysort card is a series of holes around the periphery of the

card. Each hole is coded to represent a given item of information. When the hole is extended through the outer edge of the card by means of a hand punch the item is recorded on the card. An item is sorted by pushing a Keysorter, similar to a metal knitting needle with a plastic handle, through the holes in a pack of cards. The sorter is lifted and those cards on which the item has been recorded fall off the sorter, thus quickly separating them from the cards on which the item was not recorded. It is then merely a matter of counting the cards to determine the number of times the item occurred.

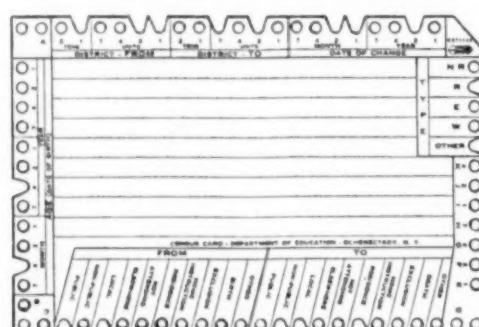
The card shown in the accompanying illustration was worked out for use in Schenectady. It has served its purpose well. If the form of the card were to be redrawn, a few modifications would be made based on the experience of use. For example, it is more practical to write the age on each card than it is to code for this item. As the data are tabulated on a monthly basis, it is not necessary to record the date on each card.

Basic Information Recorded

The basic information on the card is classed in three groups. On the top are places for recording changes which affect census districts or tracts within the school district. The change will be an addition to a district, a withdrawal from a district, or a withdrawal from one district and an addition to another. If the child were picked up as a birth or as a transfer from another school system, the "To District" is punched showing what part of the local school system he entered. A death or transfer from a census district results in a "From District" being punched. A transfer within the school system requires a recording of both a "To" and a "From District".

Every child listed in the census is a resident or a nonresident. This is recorded on the right side of the card. All changes in census status must also be as an entrant, a withdrawal, or an "other" type. The last group includes changes of residence within the district, changes from school attendance to exclusion, and the like. All coded cards, therefore, have two punched items on the right side — resident or nonresident and entrant, withdrawal, or other.

The type of change is specifically defined on the card. As in the case of the districts, this is again a "from-to" situation. A child goes from a local public school to "elsewhere." If "withdrawal" is punched on the right side, the "elsewhere" indicates removal from the school district. If "other" is punched, "elsewhere" indicates the child is attending outside the local school system, but retains status of local residence. Another child's status may change from "local nonpublic" school to "exclusion," while a third may change from "not



Typical census card showing the arrangement of perforations which make possible extremely rapid summaries of recorded facts.

* Director of Research and Child Accounting, Schenectady, N. Y., Public Schools.

attending" school to "death." If one were to list all the possible changes that could be made in school census status by any child up to age 18, the listing would be quite extensive. There is adequate coding on this card for recording any possible change.

It should be evident from the foregoing that the card is an accounting instrument only. It is not intended to replace the individual card or the family card. After the cards are sorted and the data tabulated, the cards may be thrown away; they have served their purpose.

At the end of each month the writer receives a pack of cards four to ten inches high from the census clerk. These do not include the births which are listed separately by census tracts on a single sheet of paper. After a few hours of sorting and counting, about one day including the usual interruptions, three highly valuable sets of information are available. These are (1) a new census breakdown by age groups for each census tract of the school district, (2) a census and enrollment report for the school district as a whole, and (3) a breakdown of all types of census changes recorded during the preceding month. Each of these will be discussed.

Sorting Out the Information

The cards are sorted twice, sorting for different kinds of information each time. The first sorting results in the new census count for the various census tracts within the school district. The number of additions to each tract by age levels is determined. Next, the number of withdrawals from each tract by age levels is found. From these it is a simple matter to determine the net change for the month for any level in any census tract. For example, it may be found that five 2-year-olds entered a given tract and that three 2-year-olds left the same tract during the month. The net change is plus two 2-year-olds for that tract. If the total number of children by age levels were known for each tract the month before, it is now possible to amend these totals by the net changes that occurred during the month and obtain new and up-to-date totals. In the case of the 2-year-olds, if there were 73 the previous month, we know that there are now 75, and so on for the rest of the age levels of this census tract.

The second sorting of the cards provides information pertaining to the school district as a whole. The information is classed by age

levels in the following categories: (1) residents in public schools of the district, (2) residents in nonpublic schools, and (3) residents attending school outside the district. The total of these groups gives (4) the total enrollment of residents by age levels. Added to these totals are (5) the residents not enrolled, thus giving (6) the total census of residents by age levels. The sorting of the cards reveals the additions and subtractions for each of these groups from which the net changes are easily determined. The totals of each group by age levels of the previous month are then corrected by the net changes to give new and up-to-date totals.

The third set of information derived from the cards consists of a detailed breakdown of the categories listed above. It clearly reveals the movements of the school census population into and out of the school district as well as the shifting about that takes place within the district.

I. Changes in local resident enrollment

A. PUBLIC SCHOOL

1. To local public schools
 - a) From out of city
 - b) From exclusion
 - c) From home instruction
 - d) From local nonpublic schools
 - e) From not attending
 - f) From nonresident to resident
 - g) From attending elsewhere (residents)
2. From local public schools
 - a) To outside of city (removals)
 - b) To attending elsewhere (residents)
 - c) To not attending (dropouts)
 - 1) Primary
 - 2) Secondary
 - d) To death
 - e) To exclusion
 - f) To home instruction
 - g) To local nonpublic schools
 - h) To graduation
 - i) To nonresident from resident

B. NONPUBLIC SCHOOLS

1. To local nonpublic schools
 - a) From out of city
 - b) From exclusion
 - c) From home instruction
 - d) From local public schools
 - e) From not attending
 - f) From nonresident to resident
 - g) From attending elsewhere (residents)
2. From local nonpublic schools
 - a) To outside of city (removals)
 - b) To attending elsewhere (residents)
 - c) To not attending (dropouts)
 - 1) Primary

- 2) Secondary
- d) To death
- e) To exclusion
- f) To home instruction
- g) To local public schools
- h) To graduation
- i) To nonresident from resident

II. Changes of residents attending elsewhere than locally

- A. FROM LOCAL ATTENDANCE TO ELSEWHERE
- B. FROM NOT ATTENDING TO ELSEWHERE
- C. NEW RESIDENT — ATTENDING ELSEWHERE
- D. FROM ATTENDING ELSEWHERE
 1. To local attendance
 2. To elsewhere (removals)
 3. To not attending

III. Changes of residents not enrolled

- A. TO NOT ATTENDING
 1. From outside of city
 2. Dropouts
 - a) Primary
 - b) Secondary
 3. Exclusions
 4. Births
 5. Home instruction
 6. Graduation
- B. FROM NOT ATTENDING
 1. To attending locally
 - a) First enrollment
 - b) Re-entry
 - c) From exclusion
 - d) From home instruction
 2. To attending elsewhere (residents)
 - a) From not attending
 - b) From exclusion
 - c) From home instruction
 3. To outside of city (removals)
 - a) From not attending
 - b) From exclusion
 - c) From home instruction
 4. To death
 5. To exclusion
 6. To home instruction

The accounting program that has been described has been in successful operation for two years in Schenectady where it has given valuable information concerning 23,000 children between birth and age 18. Such a program would probably operate effectively for a census population as large as 100,000 children. The key to its success, however, is the completeness and accuracy of the census data on file. These data must be up-to-date as the result of a thorough system of continuous amendment and house-to-house canvassing. There is no advantage in compiling inaccurate data. On the other hand, there is no advantage in collecting accurate census information if it cannot be drawn out of the files and put to work.

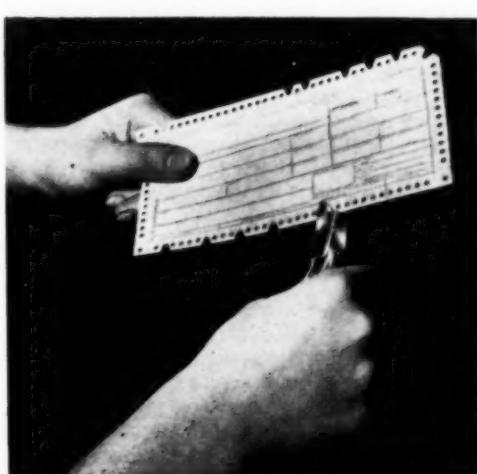


Illustration of hand punching.

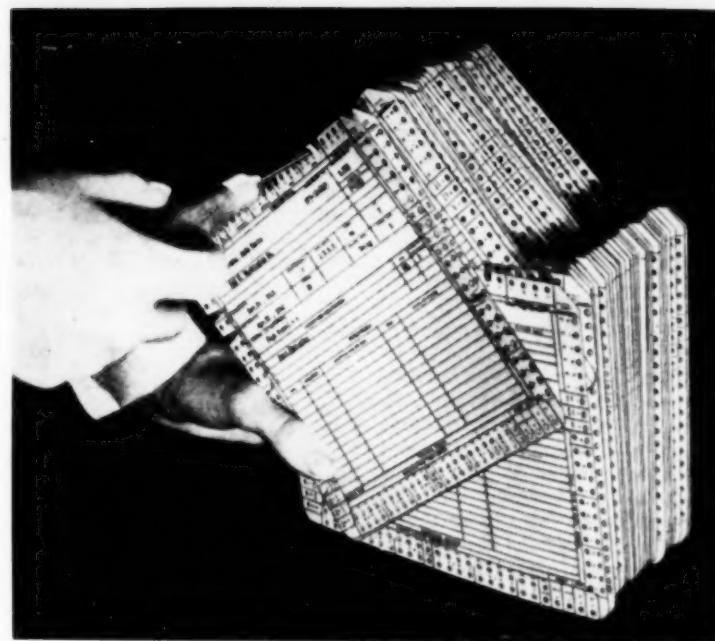


Illustration of sorting, showing cards dropping.



General View, Huron Arena, Huron, South Dakota. — Harold Spitznagel and Associates, Architects, Sioux Falls, South Dakota

A total of 6,000 people can be seated for a basketball game. Not shown in picture are the rollaway bleachers and folding chairs. There are no obstructions to vision anywhere in the arena; no pillars or beams to block the spectator's view. The long wide structure in the background suspended from the girders and the catwalks is the press and radio box. The control panel for the public address system is also installed there.

A SCHOOL BOARD BUILDS FOR CIVIC NEEDS

*Bruce Campbell**

For an example of how a school board can erect a building that will furnish multipurpose benefits for a community as well as serve as gymnasium, music department, and miscellaneous classrooms for a high school, consider the building just completed by the school board of Huron, S. Dak.

Huron is a city of 13,000, the fourth largest

community in South Dakota. Its public school plant includes four grade schools, a junior high school, and a senior high school. The two high schools are in one, large combination building.

The assessed valuation of Huron is \$14,000,000, and the school levy for all purposes 33 mills, which raises \$462,700. It is interesting to note that the school district now takes 50.3 per cent of the city's over-all tax

dollar. Since the war, the needs of the school system have grown faster than those of the city.

A large civic arena-auditorium has long been one of the biggest needs of Huron. Huron College, in the city, has been co-operative with the use of its auditorium, but the building has a capacity of only 1200. The high school has a small gymnasium, which the athletic instructors say is not large

*Executive editor, Huron Plainsman, Huron, S. Dak.

enough for a good program of physical education.

But now Huron has a fine civic arena that will seat 6500 persons for a basketball game, 3500 for a stage performance, 7500 for a convention. It has model rooms for both vocal and instrumental music teaching and practice, and additional rooms for miscellaneous academic classes. The building is situated directly across from the high school, and is only two blocks from the city's two modern hotels.

It was built by the school board and is managed by an arena manager who is also the clerk of the board and purchasing agent of the school system.

Why School Board Acted

This unique situation has developed for

were to build it they might have their doubts. There was actually no reason for such a viewpoint to the detriment of the city commission, because in Huron, as in all towns, the commission or city council has to deal endlessly with controversial details, and surface disagreements at least are more normal than abnormal. It took a change in administration to get down the cost of a city water plant, now completed, to within the city's financial ability, and too many voters were conscious of the fact. So it was a psychological factor that helped make the school board's proposal to build an arena a popular one.

For many years, progressive Huron citizens had agitated for an auditorium. In 1937 a bond issue of \$200,000 was passed, but a fight over the location ensued and caused the de-

proach the amount which the levy *should* provide.

Then the country prospered. Farming recovered. People paid up their back taxes and as they did so, the school district accumulated the fund of \$205,000. Naturally the school levy was lowered each year until 1945 when it started to climb up again.

So the board put the nest egg into a "special auditorium fund." It conferred with community leaders and organizations on a program, taking particular care that taxpayers and *both* business and labor organizations knew about its intentions and plans.

The board then selected an architect, Harold Spitznagel and Associates, Sioux Falls. The board chairman, Dr. R. A. Buchanan spoke for the board as he told Spitznagel:



A fine use of the Huron Arena has been the annual tri-city high school music festival which brings together the orchestras, bands, choruses, and choirs of the Huron area.

several reasons: (1) The school board had a "nest egg" fund to begin with. (2) The community was in full agreement that the maximum use and best benefit from its tax dollars could be obtained by an arena that would serve both the schools and the city's civic needs. (3) The high school needed space badly for its music and athletic departments. (4) The school board's reputation for harmony was better than that of the city commission.

The fourth reason cited may seem like a small item, but it was a fact that in Huron there has been and still is, more bickering and pulling and hauling among the city fathers than there has been among the school board members. Citizens remarked publicly previous to the bond issue vote that, since the school board was going to build the arena, they were in favor of it, but if the city commission

feat of the project. In 1938 the problem was again put to a vote—and defeated again. Under these proposals the city commission would have built an auditorium.

The proposal was revived by the school board in 1948. Then the board suggested through press accounts of board meetings, that the fund of \$205,000 which had accumulated as back taxes were paid, be used to help build an auditorium.

A Useful Nest Egg

Supt. A. J. Lang had been forced to operate with a tight budget during the depression years of the 1930's. Huron was the center of South Dakota's dustbowl and was hard hit. Taxes were slow to collect, and each year's levy had to take into account the fact that the total taxes to be collected would not ap-

What we want is a large building that will give us the most for our money and accomplish these things:

Provide room for the music and athletic departments of the high school, where music and athletics can be taught and practiced.

Provide seating space for about 6000 people for a basketball game.

Provide a stage and scenery which will allow for vaudeville shows, plays, concerts, and large scale entertainments.

Be attractive and safe, and above all utilitarian.

The publicity gave the voters a view of the preliminary plans, so they would have a clear idea what they were voting for or against. The site was chosen, so there would be no argument about that. Since the building was to serve as part of the school system there was no question in the board's collective mind



Members of the Huron, South Dakota, school board and school administrative officers who conducted the building program described in the accompanying article. Left to right: John P. Sauer, attorney, board member; James F. Slocum, superintendent; Merle Marshall, board clerk and arena manager; Dr. R. A. Buchanan, M.D., chairman of the board; E. Carl Grothe, public utility purchasing agent, member; Peter J. Thielen, railroadman, member; James G. Venables, businessman, member.

where it should be built. A half block was bought directly opposite the high school.

Mr. Spitznagel estimated that the building would cost about three quarters of a million dollars to build. The board set December 16, 1949 as the date to vote on a \$550,000 bond issue, which would be supplemented by the \$205,000 auditorium fund, making a total of \$755,000.

How the Bonds Carried

The board as such, stepped out of the picture in asking the voters to approve the project. All work in organizing public support for the bond issue was turned over to a Community Auditorium Committee, headed by Robert D. Lusk, publisher of the *Huron Daily Plainsman*, with members from every organization in the city.

There simply was no opposition, and the bond issue carried by a tremendous 85 per cent margin.

The board selected a 15-year repayment plan after borrowing the \$550,000 authorized from the Harris Trust and Savings Bank of Chicago, and instructed Spitznagel to prepare the working drawings and specifications. Before they did so, board members Buchanan, John Sauer, Carl Grothe, Peter J. Thielen, and James Venables investigated auditoriums in nearby cities and studied their setups.

The architect and school board worked closely with each other to make sure that the plans were being made as desired.

The general contract was let to the Henkel Construction Company of Mason City, Iowa, in June, 1950, on the low bid of \$754,000.

The Building Construction

Five hundred and fifty tons of structural steel were used in the building, which is 65 feet high, 214 feet long, and 164 feet wide. (It has 1,612,000 cubic feet, which theuggish clerk-of-the-works, Art Bjodstrap, figured out would hold 403,000 bushels of wheat or 215,000 bales of hay.)

It has a unique heating system. There is radiant heating in the floor, which is cheaper to use during the day rather than trying to heat up the vast space above the balconies.

When balcony heat is needed the forced-hot-air system goes into operation, blowing hot air out over the heads of spectators and drawing it back out through the balcony exits. The smaller rooms and offices have baseboard radiation.

The 21-row balcony will seat 3588 spectators. Rollaway bleachers will hold from 2200 to 2700 persons, depending on whether they are adults or children. There are also 1500 folding chairs for use on the main floor.



The portable stage, made up of sections four feet high by four feet wide by eight feet long, can be folded and stored out of the way. The curtains are raised and lowered from the rear of the stage instead of the sides. The curtains can be rolled up on the pipe battens holding them and stored when the entire arena floor is used. Hanging in the upper foreground is the four-sided electrical scoreboard. Immediately above the stage is the cluster of public address speakers. Both can be raised or lowered by winches operated from the overhead catwalks. Spotlights are located on the catwalks.

Asphalt tile, which will take much abuse and is easy and inexpensive to maintain, covers the floor.

The color scheme is restful and varied. Swedish red, green, blue, yellow, and pastel shades of those colors are employed throughout the building. There is a clock in every room, synchronized with the clock system in the high school.

There are two large music rooms, one for vocal groups and one for the instrumental group. Each has walls and ceiling of acoustic tile and has three levels of risers to afford ideal director-control conditions. Adjacent to the music rooms, which are on the mezzanine floor and underneath the large balconies, are smaller practice rooms and offices.

The ground floor, in addition to the large playing court, has offices for the physical education directors, shower rooms for boys and girls, a kitchen, mirrored dressing rooms for stage production personnel, an office for the arena manager, and a large lobby with six ticket booths.

The playing court has one main basketball court, or two practice courts at right angles to the main court, two volleyball courts, two complete badminton courts, and two shuffleboard courts.

The public-address system has an outlet in every room.

Building Is Functional

The stage is portable, 60 feet wide and 36 feet deep when completely assembled, and 4 feet high. It is made of folding sections, 4 feet high, 4 feet wide, and 8 feet long. The stage can be made any length or width desired.

The building is, in brief, the most modern auditorium in South Dakota, with a capacity

of 1500 seats greater than any other arena in the state.

The cost, due to rising costs and changes and alterations made as the building progressed, came to more than \$754,000. The final cost was \$854,000. The difference has come out of the general school fund.

The Huron Arena is a highly functional building, capable of housing a large convention without interfering in the least with the daytime academic uses of the music department. It has helped to alleviate crowded classroom conditions in the high school. The transfer of the music and athletic departments from the high school building has enabled Supt. James Slocum, who succeeded A. J. Lang when the latter retired in 1950, to use that space for other class activities.

Whether the income from public events held in the arena will be profitable enough to pay for its operation is a question some Huronians argue about. But the community has been thoroughly convinced that at least 50 per cent of the building is used continuously for school purposes and that taxes must therefore be expected to carry a part of the operation and maintenance load.

Anticipating Operating Difficulties

The school board has done one other thing to help assure full promotion and best use of the building. That was the urging of the formation of the Huron Arena Corporation, Dr. Fred Leigh, president. This organization is made up of firms and individuals who buy a membership of \$100 each in a nonprofit corporation. The sole purpose of the corporation is to promote and underwrite financially when necessary, entertainments and cultural performances, such as symphonies and concerts, and other productions.

The organization is considered necessary because the school board has only tax money to use and is hardly entitled to risk taxes in contracting for commercial stage productions. It cannot legally lose money, taxpayer's money. Hence the Huron Arena Corporation has been authorized by the board to contract for events for the arena.

Use of the arena is open to any promoter or organization, of course, but all contracts for events must be cleared through the Huron Arena Corporation. This seems necessary because the community can support only so many large-scale events, and the schedule must be so arranged that one will not "kill off" another at the box office and hurt the operation of the arena. On its part, the corporation initiates events only which are considered necessary to provide the community with a well-balanced cultural life. And it acts only when no one else comes forward. The corporation's secretary is the arena manager, Merle Marshall, who is also the school board clerk, thus providing for close co-ordination.

That's the story of how one community co-operated and organized to buy itself a singularly modern arena-auditorium to serve both school and community needs.

If there was any single key to success in financing, planning, and constructing the building, it was this: The school board kept the public fully informed of every step. It took pains to see that the public knew every proposal. It solicited the public for advice and made quite clear from the beginning that the project was a public responsibility. At the cornerstone dedication ceremony, the board sought to symbolize its approach. It put in the cornerstone a document which carried "the names of the owners of this building."

It was a city directory.

A New High School in Maine's Vacation Land

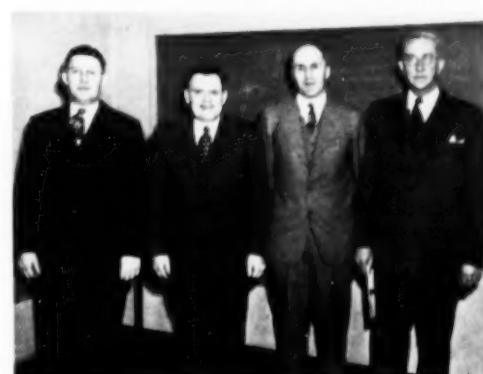
Gregory Cooper*

The new high school building for the Town of Mount Desert, located in the village of Northeast Harbor on Mount Desert Island in Maine, is probably one of the most beautifully situated school buildings in the world. It is close to Acadia National Park on Mount Desert Island and has for neighbors the summer homes, show places, of very important people. Bostonians, New Yorkers, Philadelphians have made the Mount Desert seashore locations popular. Recently vacationers from Texas, the Midwest, and California also have found the Maine region especially accessible. Railroad, motor, and boat service have served Mount Desert Island for years. During World War II the Navy built a fine hard surfaced airport which has become popular with amateurs and which is served by commercial mainliners.

Henry Van Dyke called Mount Desert "the most beautiful island in the world." It has an area of some one hundred square miles and possesses an inspiring combination of ocean, lake, forests, and mountain scenery.

*Architect and senior member, Frank Irving Cooper Associates, Architects, Wayland, Mass.

Nearly every first visitor is torn between a desire to linger over the view he is enjoying



The educational planning of the Mount Desert High School was done for the board of education by the group illustrated above. Left to right: Principal Raymond Ernest; Commissioner of Education Harland A. Tadd; Superintendent Paul Brown; Past Principal Carl Kelley. — Bangor Daily News Photo

and to hurry on to possibly greater wonders. Geology gives natives and visitors a subject for long arguments: "Is Somes Sound the only true fiord on our Atlantic Coast?" The beauty of the mountains, rising directly out of the sea, is acknowledged one of the best views from the ocean looking north at the grand panorama, and as one comes closer to the Island, man's buildings and the new high school building begin to have significance in the scene.

The building site occupied by the Mount Desert High School slopes gently toward the ocean on the south. This fact has been turned to advantage in giving the one story academic structure the economy of two stories for the shops, the cafeteria, and the dressing rooms and showers. The slope has also been used for the amphitheater seating around the athletic field where the spectators, if they are bored with the progress of a game may enjoy the wonderful seascape.

The building was planned with the co-operative efforts of the teaching staff, the principal, the building committee of the school board, and the architects. The members of the building committee were familiar with



*Street view of the Mount Desert High School, Maine, taken before the landscaping was completed.
Frank Irving Cooper Associates, Architects, Wayland, Massachusetts.*

various phases of building construction and insisted on the use of wood because of its immediate availability as a natural product of Maine and on concrete which is also produced within the state borders. All walls, floors, and the roof are timber framed with brick veneer exterior walls. Curiously enough the larger timbers necessary could not be obtained advantageously locally and some of the lumber came from the Pacific Northwest.

The architect also made good use of wood as a material by rounding the inside corridor corners on a large radius thereby making the corridors seem much larger and lighter than they would have with ordinary square corners. The inside walls of the gymnasium are faced with plywood painted in three tones of green which have a high light reflective quality. The sheets are set slightly apart so that each sheet counts in appearance. The room consequently has a much more dignified appearance than the ordinary gymnasium.

Local labor was available for the construction and proved to be of exceptional quality. Carpenters on the Maine seacoast are practically all shipbuilders and during the construction many shipbuilders' terms were used. Thus it was common to hear "hoist her up to the deck now" when some material had to be raised, or "I think he's gone ashore" meaning that someone had left the building. The shipwise members of the building committee insisted upon exceptionally close work such as they would demand in any boat or ship. Thus, they insisted that the wood underflooring be closely fitted and double nailed so that there never will be a squeak in the building and the asphalt tile finish floors will never give trouble. They refused to allow the bottoms of the doors to be painted because this might hold the moisture inside the doors and cause early rotting.

The building is in the shape of a huge letter "U" with the shops, academic rooms, household arts, laboratory, commercial rooms, toilets, and supply room in the left wing. The teachers room, an academic classroom, and the

library-study hall are in the connecting unit, while the gymnasium, cafeteria, kitchen, and shower and dressing rooms are in the right wing. The arrangement is such that the noisy portions of the work are separated from the classrooms, and the portions of the building to be used by adults are in the gymnasium wing. The cafeteria is especially well ventilated and remote from the classrooms so that cooking odors and dishwashing noises do not disturb the children.

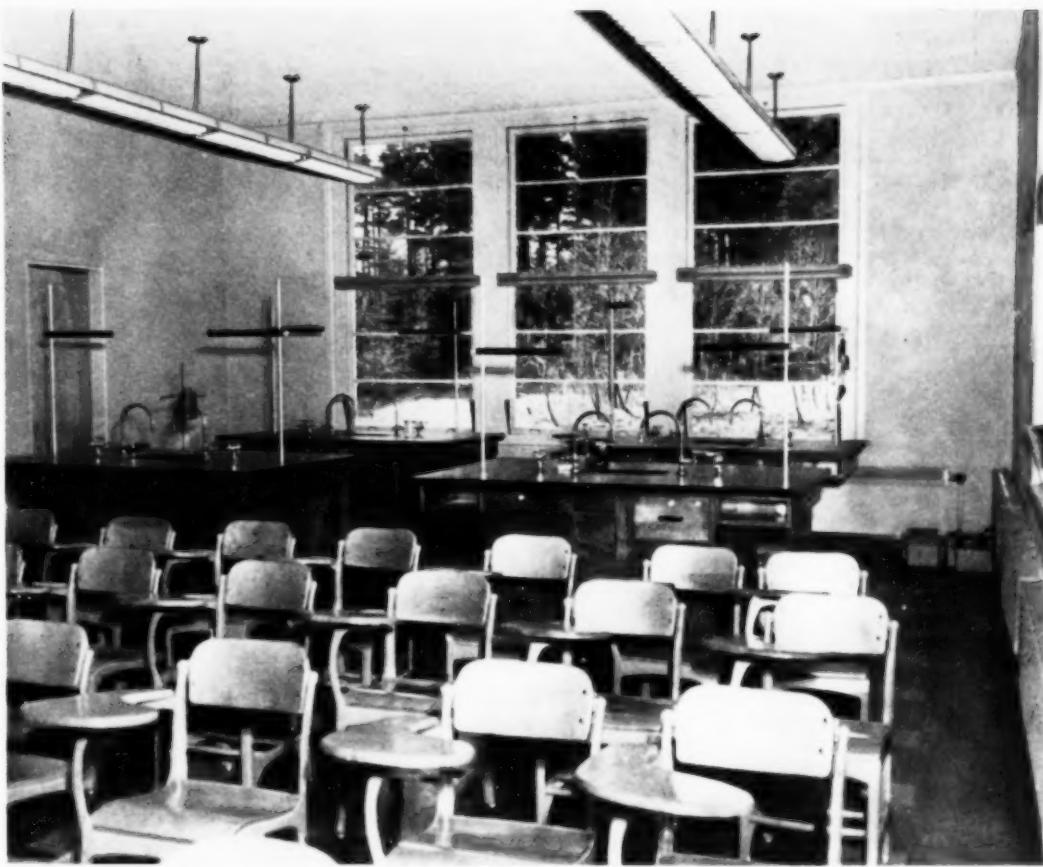
The manual-arts shop and the drawing room on the ground floor are ample in size and are equipped for exploratory courses in woodwork, metalwork, auto mechanics, drafting, etc.

The exterior is of the simplest functional design with buff brick and limestone trim. Roof flashings and downspouts are copper.

The gymnasium roof is carried on steel trusses and has concrete block walls finished on the insides as mentioned above, with ply-



A typical classroom.



The science laboratory serves for chemistry, physics, and biology. — Bangor Daily News Photo

wood panels. The gymnasium is fitted with folding bleachers seating 370 people.

The cafeteria has a cement floor, tile wall facing, and acoustic tile ceiling.

The interior finish of the building has been completed simply and with ultimate economy in mind. The classrooms have plaster walls, acoustic tile ceilings, and hardwood floors.

Directional glass blocks with a clear light vision section provide daylight. The incandescent lights in the cafeteria and gymnasium are carried in concentric ring fixtures. The shops and the drawing room have fluorescent lighting as have all the classrooms.

The contract for the building was let in August, 1949, and construction began in

October. The building was opened for occupancy in September, 1950, and was dedicated by State Commissioner of Education Harland A. Ladd, April 8, 1951. The local school board received \$106,738.82 from the Maine School Building Fund and raised \$250,000 by a bond issue, costing 2 per cent and to be retired by 1964.

The school district trustees were Roy Salisbury, Gerald Richardson, Chauncey Somes, Arthur MacCrae, and Horace Bucklin. The planning and building construction were in the immediate charge of the following school committee: Dr. G. Merrill Haskell, Horace Bucklin, and John Manchester.

The planning of the building and engineering service were provided by Frank Irving Cooper Associates, Wayland, Mass.

MERIDEN CONSTRUCTS NEW SCHOOLS

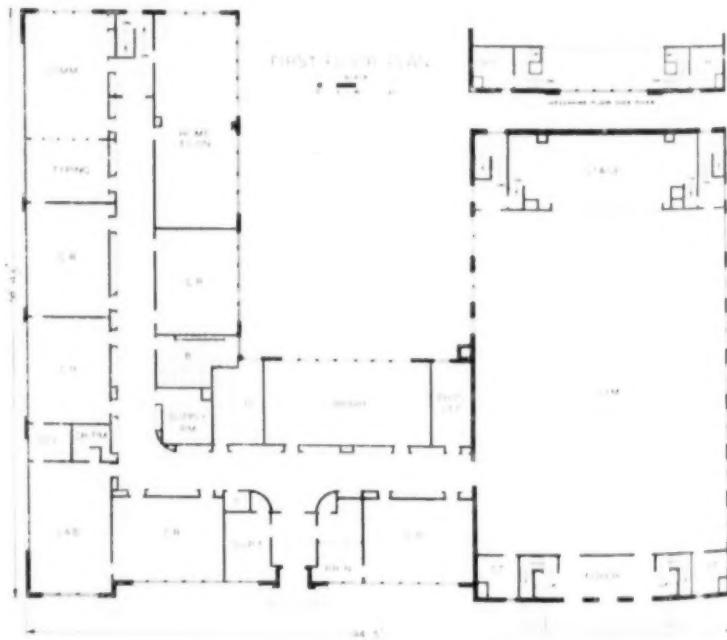
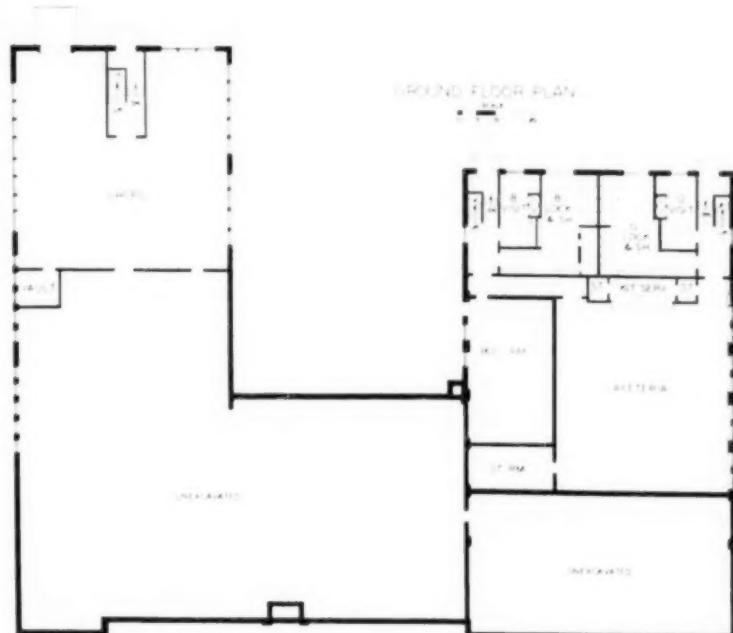
The board of education of Meriden, Conn., has completed the erection of two new elementary schools—the Benjamin Franklin School comprising 17 classrooms and costing \$530,000, and the Israel Putnam School comprising 12 classrooms and costing \$465,000.

The board has under construction a four-room addition to the Trumbull School, at an estimated cost of \$192,000. The board has called an election to obtain \$65,000 in bonds for a 12 room addition to the John Barry School.

PROPOSE TEN-POINT BUILDING PROGRAM

At Eldorado, Ark., the board of education has taken steps to provide for a ten-point building program, recommended by the building needs committee, and estimated to cost \$121,000.

In addition to its building needs, the board has provided for an adequate teacher salary schedule, to cost \$100,000, and for a fund of \$100,000 to make up for a reduction in state aid caused by a new plan of distribution.



Floor Plans, Mount Desert High School, Northeast Harbor on Mount Desert Island, Maine.—Frank Irving Cooper Associates, Architects, Wayland, Massachusetts.



*The Lincoln Elementary School, Menominee, Michigan, as seen from the playground.—Harry W. Gjelsteen,
Architect, Menominee, Michigan.*

A Neighborhood Primary School

*Miles W. Robinson**

The Menominee, Mich., schools have had in service since September, 1951, two neighborhood schools planned to serve a carefully developed program of education for the kindergarten and the first three grades. The buildings are the result of co-operative planning on the part of the board of education, the superintendent of schools, the teaching staff of the primary grades, and interested citizens.

The Menominee schools are finding primary neighborhood schools to be particularly effective for carrying on the instructional program, for providing neighborhood centers for parents, and for reducing travel distance and traffic dangers for the youngest children enrolled. The winter climate of Menominee has all the advantages of the wonderful northern midwest winters, but there are days when it is advisable to limit the distances traveled by small children.

The planning of the Lincoln School, and its duplicate, was initiated by the teachers



The classroom side of the Lincoln School, Menominee, Michigan.

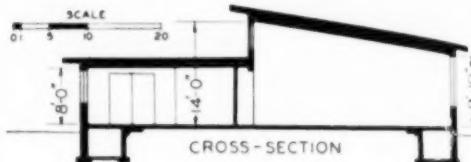
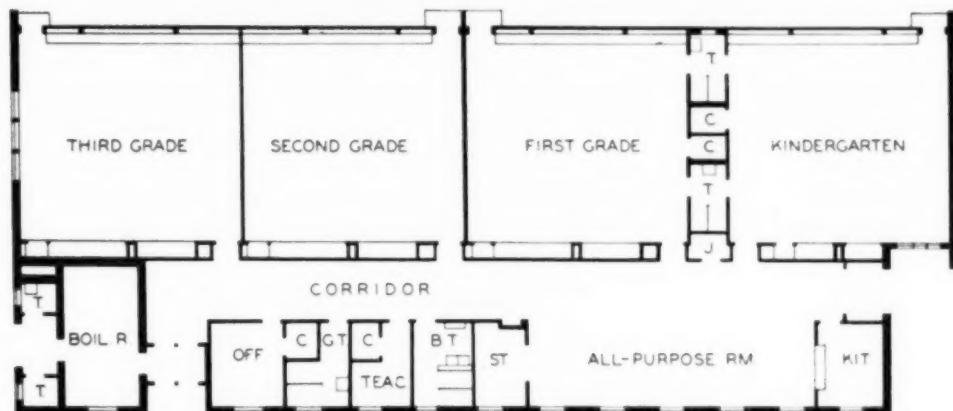
*Superintendent of Schools, Menominee, Mich.



The third grade room looking toward the work area fitted with sink, storage cabinets, and teacher's closet.



All classrooms have supplementary light provided by directional glass blocks located opposite the main banks of windows.



*Floor Plan, Lincoln Elementary School, Menominee, Michigan.
Harry W. Gjelsteen, Architect, Menominee, Michigan.*



Typical classroom interior showing the window bank and direct exit.

working through a committee which collected numerous ideas and suggestions concerning the planning of the classrooms and the general arrangement of the proposed buildings. The superintendent of schools, three members of the board of education, and the architect, following a careful study of the suggestions from the teachers, made an intensive visitation trip inspecting new school buildings, particularly primary neighborhood schools, in Southern Michigan. The ideas collected were carefully noted. It was particularly interesting that suggestions were picked up not only from the administrative staffs and the teachers in the schools visited but also from the maintenance personnel and from pupils themselves.

The extensive notes taken during the trip were presented to the teaching staff and the school board and used in the final summary of requirements presented to the architect. The latter was then requested to prepare preliminary sketches and detailed layouts of possible solutions of the classroom problem. Sketches and drawings were carefully reviewed and modified into the final working drawings.

The building which is completely functional in design, is a simple one-story, four-room structure with classrooms measuring 30 by 28 feet. The appointments have been carefully adjusted in size and scale to children between the ages of 5 and 8 years. Toilets for the kindergarten and first grade are located between the classrooms; second- and third-grade children have separate toilets adjoining the office and teachers' rooms.

Considerable thought was given to the design, all of the built-in facilities which are of a type and quality found in the average Menominee homes. Blackboards, furniture, and building equipment are of a kind and size which small children can be expected to use without difficulty.

The classroom walls are finished in part with a light colored brick or concrete blocks.



The Menominee Board of Education which has conducted a building program that includes necessary new structures as well as the remodeling of existing buildings. The school plant improvement is entirely inspired by the broadening of the instructional program which the board has undertaken. Left to right: E. J. Perry, trustee; John A. Fernstrum, president; Miles W. Robinson, superintendent; Hugh C. Higley, treasurer; Dr. Roger Seidl, secretary; Volmer Thomsen, vice-president.

and in part with knotty pine—all materials produced in Northern Michigan. The bilateral windows are sufficiently large to provide ample light under all weather conditions.

The multipurpose room measures 20 by 38 feet and has been found well suited to the group activities carried on outside the classrooms. The small kitchen is ample for noon-day and evening use.

The building measures 52 ft. 6 in. by 128 ft. 8 in. The exterior is finished in buff brick;

all walls are of cinder block and brick. The floors are concrete and have asphalt tile finish. The toilet rooms have terrazzo floors and ceramic tile walls.

The building is heated with vacuum steam supplied by an oil burning steel boiler. The unit ventilators in the classrooms have thermostatic control.

The roof is carried on wood joists, with a 4-in. insulating blanket above. The ceilings are perforated acoustic tiles. The lighting is of

the incandescent type with concentric ring fixtures.

The building was planned and the engineering services were provided by the office of Architect Harry W. Gjelsteen, Menominee, Mich.

The building cost \$102,000 and the equipment \$3,000. The square-foot cost was \$15.60 and the per-pupil cost was \$850.

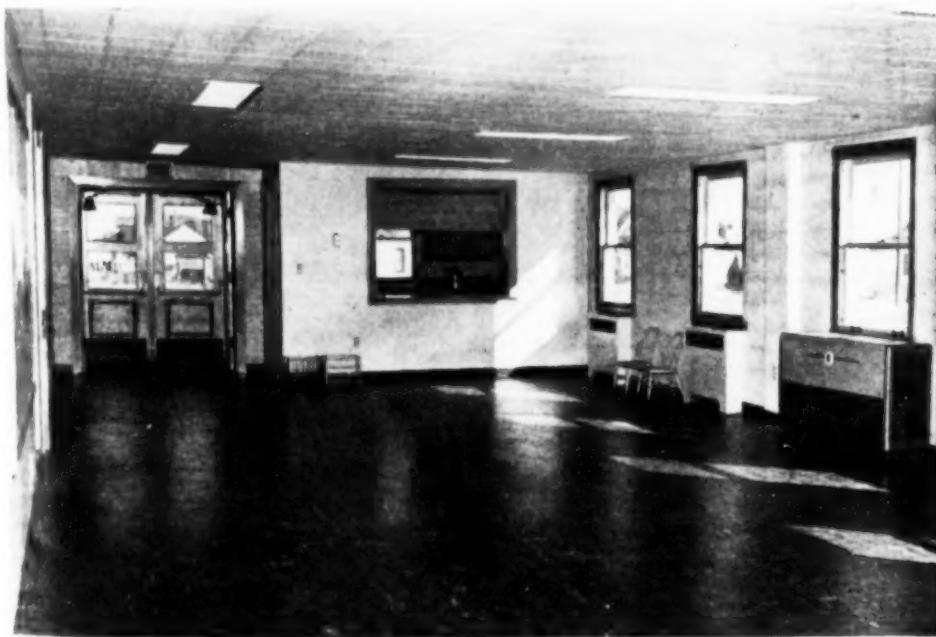
ARLINGTON NEEDS HOUSING FACILITIES

A baffling problem which faces the public schools of Arlington, Va., is that of space for the children of the county. Census figures indicate that at least 1500 pupils will be added to the school population each year for the next five years, and the end is not yet in sight. In the past five years the county has been forced to provide for more than 6000 additional pupils.

In spite of the fact that \$11,401,000 worth of school construction bonds and \$1,005,157 in state funds have been made available to the schools in the past four years, the buildings completed and those under construction will not be sufficient to house the children who will be in attendance next year.

School building in Arlington is lagging a year behind the actual need. The 17,500 pupils enrolled for the 1951-52 session are housed in buildings constructed for 13,200 pupils. Children are attending school on a shift basis, and auditoriums, basement playrooms, and libraries have been converted into classrooms. Fifteen rooms in local churches were used as classrooms.

Approval in April, 1951, of a bond proposal for \$4,875,000 provides for three elementary schools, a junior-senior high school, and several additions.

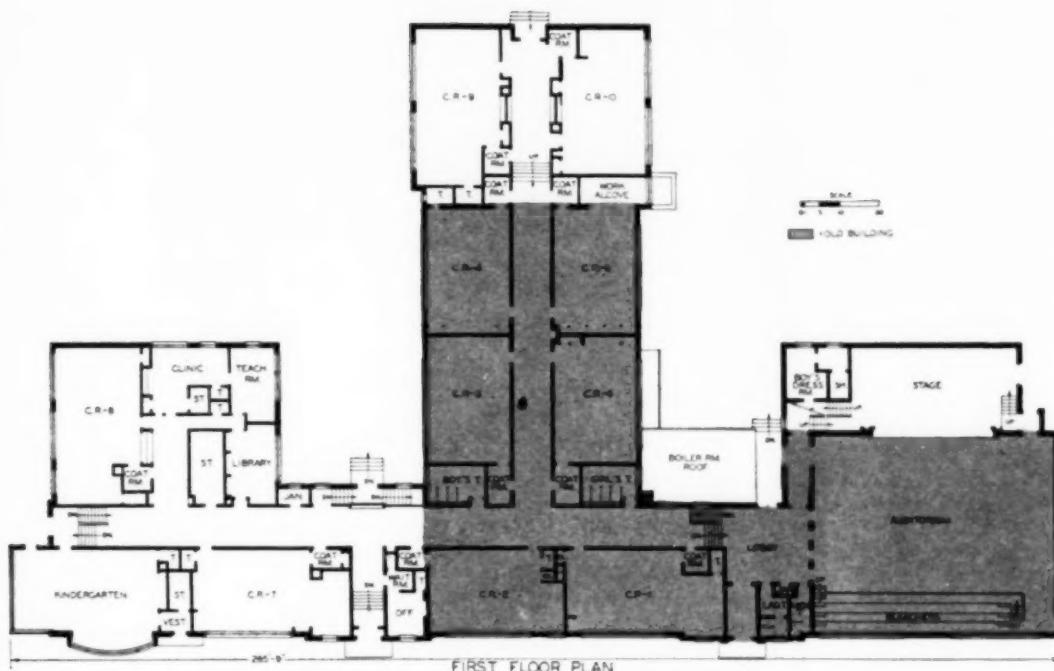


The all-purpose room looking toward the kitchen and the main entrance. The room is ideal for general activities of the pupils and of parent-teacher and other neighborhood groups.

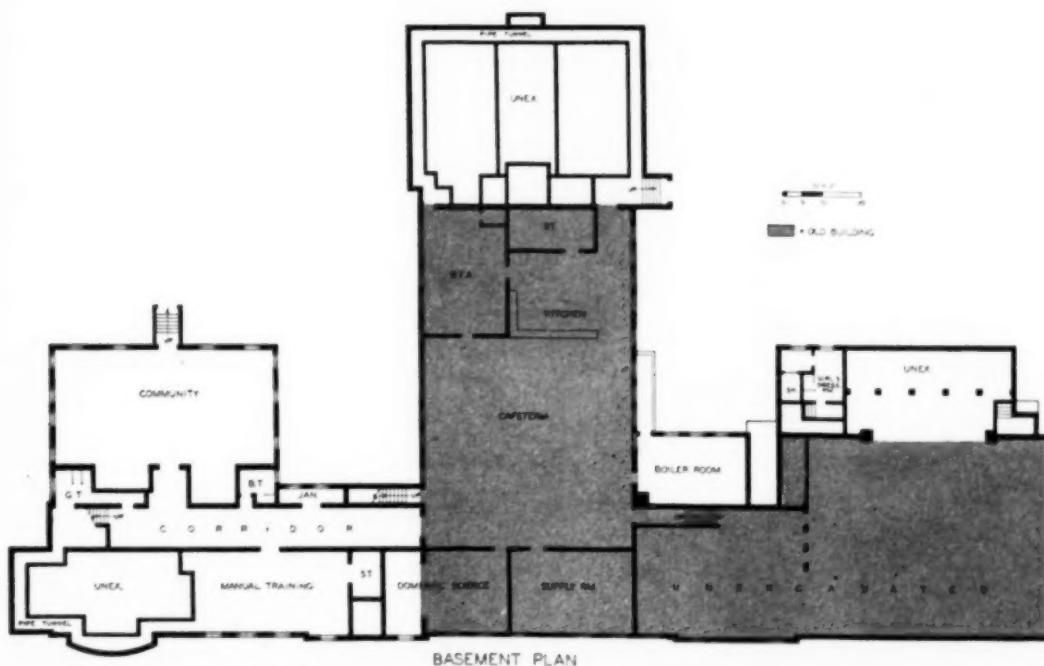
An Obsolete School Modernized—

Westbrook Grade School Remodeling and Additions

Roland W. Sellew*



*Westbrook Grade School, Westbrook, Connecticut.
The shaded areas on the plans represent the old building.*



*Basement Plan, Westbrook Grade School, Westbrook, Connecticut.
Sellew & Ryder Associates, Architects, Deep River, Connecticut.*

Numerous communities throughout the country, faced with a major school plant expansion program, have found themselves with some buildings which, while structurally sound, are entirely out of date from the standpoint of present-day educational requirements. Too frequently there has been insufficient study of the potentialities of such more or less obsolete buildings, and in many instances towns and municipalities have embarked upon the planning and construction of entirely new plants and the abandonment of schools which, with thought and study, could have been entirely modernized and have served many more years of useful and efficient life.

The Town of Westbrook, Conn., has a schoolhouse which is a case in point. In 1932 this town constructed a six-room consolidated school with a relatively small combined auditorium-gymnasium and, on present-day standards, a wholly inadequate stage. The classrooms were, or rather became, substandard in size and built-in equipment. The ceiling height of the gymnasium space was barely 16 feet, thereby precluding use for basketball. Due largely to a rather high ground-water level, the building was constructed with the main floor some 5 feet above grade and with basement areas under all except the auditorium-gymnasium and stage. The resultant window lighting of the basement made it a bit too easy to install a below-standard classroom in the northeast corner, which, for a number of years, has been used for kindergarten classes.

For a number of years the school has been overcrowded and in 1950 the efforts of the board of education, the Parent-Teachers Association, and other local groups resulted in an appropriation of \$266,000 to cover the planning, construction, and equipping of a major addition and such modernization of the existing structure as might prove to be feasible. A building committee was appointed to engage an architect, to effectuate the program, and to award contracts for the construction and equipment.

The building committee undertook its share of the work with more than usual zeal and was determined that, by the opening of the 1951-52 school year, the additions would be completed and the original building completely modernized, within, of course, the limitations of the old structure. Various features of the modernization program, more particularly the installation of an entirely new heating plant, located in a new boiler room, and the raising of the ceiling height of the auditorium-gymnasium, and increase in its

*Senior Partner of Sellew and Ryder Associates, Deep River, Conn.; and Sellew, Ryder, and Gremlie Associates, Sarasota, Fla.



Exterior, Westbrook Grade School, Westbrook, Connecticut.—Sellew & Ryder Associates, Architects, Deep River, Connecticut.

floor area, dictated the closing of that space to use early in 1951. This enabled the contractors to work in that area, leaving only the modernization of the classroom unit to be done in the few short weeks of the summer vacation period.

Before describing the plans for the additions and the modernization aspects of this project, it should be pointed out that by no means all obsolescent schoolhouses lend themselves to a sufficiently complete revamping to make that approach always worth while. A study of the potentialities in a school built some years ago, to be complete, must take into consideration many factors. Indeed, some of these factors are as fully concerned with the site and location of the building as with the structure itself. For example, in the past many school plants have been erected on sites which, by present-day standards are far too small and restricted for adequate use as outdoor play areas, athletic fields, parking areas, and the like. In many communities shifts in centers of population have taken place which cause older schools to be far removed from their pupil-load centers. In other instances, lack of adequate zoning regulations have resulted in an undesirable change in the characteristics of a given area, making it less attractive for school purposes.

In such instances where the scoring of the site and location comes up to or approximates the optimum conditions, it is but good judgment to investigate the structure and general plan of the building itself and to evaluate these factors from the standpoint of feasible remodeling and modernization, particularly where a major addition to the plant seems to be necessary. During the past 20 years there has been such a drastic change in the requirements of a school plan, more especially in the elementary school, that buildings have become outdated long before their useful structural life has been realized. On the other hand, some buildings, while still structurally sound, were

so built as to preclude remodeling at a justifiable cost.

Assuming that, under present-day costs, schools are averaging somewhere between \$25,000 and \$35,000 per classroom, it would seem well within the bounds of conservative good judgment to spend up to at least \$10,000 per room to modernize a building. The accompanying tabulation of costs on the Westbrook school project indicates remodeling costs, exclusive of new equipment, in line with that figure. A close determination of the costs should, however, be made before a final decision on the matter of completely new construction versus remodeling and additions is reached. No two problems are identical and no general rules can be laid down.

As indicated above, the plan of the original building at Westbrook comprised six rooms and an auditorium-gymnasium, with a basement under all except the latter facility. A brief description of the plan is as follows:

The main or first floor contained six classrooms, all approximately 21 by 29 ft., and averaging about 610 square feet of usable floor area. This area is materially below the 770 square feet required as a minimum for elementary classrooms under the Public School Building Code of the state of Connecticut. The general toilet facilities for boys and girls were also on this floor, as well as an inadequate administration office and a small supply room and janitor's closet. The east end of the building was taken up by the auditorium-gymnasium with a floor area of 44 by 50 ft., and a stage 17 by 25 ft. Adjoining the auditorium were two small spaces for shower rooms, neither at all adequate.

The basement had been previously remodeled to provide a room for kindergarten use and space for a kitchen and cafeteria. The remaining area was taken up by a supply room, boiler room, and a most unsatisfactory room for the nurse.

Let us now examine the remodeling and

changes made in the schoolroom floor of the existing building, and describe the manner in which the old classrooms have been enlarged or materially improved. Classroom No. 1 was provided with an activity or work alcove at the rear in the space formerly occupied by the principal's office. The built-in wardrobes were removed and a coat room was substituted, thereby freeing more actual classroom floor space. Classroom No. 2 was similarly increased in size; a small work alcove was provided and the coat room, replacing the old wardrobe, was built as a part of the new wing at the west end. Classrooms Nos. 3 and 6 were increased somewhat in size by the elimination of wardrobes and the construction of coat rooms in spaces formerly occupied by a janitors' closet and a supply room respectively. Classrooms Nos. 4 and 5 were similarly increased, with coat rooms provided in the new north wing. An activity alcove was provided in this wing for room No. 5.

Rather drastic improvements were made in the auditorium-gymnasium: The stage, formerly at the east end of this area, was removed and the playing surface extended by that amount. Fixed, built-in bleachers were constructed along the south or front side of the room, so as not to encroach upon the basketball court area, which is now up to the standard size for elementary school use. The entire ceiling was raised, within the limitations of the existing roof framing, by an amount of 25 in., thereby achieving a remodeled height of slightly over 18 ft. It should be pointed out that in the original plan it was not possible to step on the stage without going through the body of the auditorium itself. This fact made it difficult to use the auditorium effectively for many school and community activities. Space formerly occupied by a small shower room was converted into a passageway along the west side of the auditorium, leading, as will be seen from the plan, to the new stage. Similarly, space originally used for an

TABLE I. Cost Data — Westbrook (Conn.) School

Item	New Work	Remodeling	Total
Preliminary & temporary work	\$ 1,900.00	\$ 438.25	\$ 2,338.25
Excavation	1,972.50		1,972.50
Sewage disposal	2,545.00	500.00	3,045.00
Walks, drives & grading	7,915.00		7,915.00
Foundations	8,545.00		8,545.00
Structural steel	10,550.00	5,090.00	15,640.00
Concrete floors	12,636.00	860.00	13,496.00
Other masonry work	18,020.00	1,673.00	19,693.00
Tile, floor and wall	4,770.00	1,900.00	6,670.00
Rough carpentry	10,814.00	1,909.00	12,723.00
Lath and plaster	9,320.00	2,060.00	11,380.00
Removal and cutting		9,165.00	9,165.00
Finish carpentry	26,000.00	4,325.00	30,325.00
Finish flooring	2,290.00	2,770.00	5,060.00
Acoustical ceilings	2,000.00	1,900.00	3,900.00
Sash and glazing	4,600.00		4,600.00
Roofing and sheet metal	6,330.00	3,135.00	9,465.00
Painting	1,330.00	2,300.00	3,630.00
Plumbing	7,050.00	4,050.00	11,100.00
Heating and ventilating	7,380.00	22,850.00	30,230.00
Electrical	6,040.00	5,700.00	11,740.00
Hardware	1,800.00	300.00	2,100.00
Totals	\$153,807.50	\$70,925.25	\$224,732.75

NOTE: The major portion of the heating costs was charged to the existing building, thereby making the remodeling costs somewhat higher than might be entirely justifiable.

other small shower room, located near the front entrance, was divided into toilet facilities for the general public and a small janitor's closet.

The additions to the building are self-explanatory from the plans and may be briefly described as follows: In the new west wing two new classrooms and a kindergarten were provided, together with a new office, small library, large supply room, teachers' room, and a well-planned health clinic. All of the new classrooms except No. 10 were provided with individual toilet rooms. Classroom No. 4 was also provided with a toilet room. The new north wing comprises two classrooms, Nos.

9 and 10, each of ample size and with work alcove spaces. The addition to the north side of the auditorium is taken up with the new stage and locker, shower, and drying rooms for both boys and girls. The new stage has a floor area of 24 by 42 ft., and the proscenium opening is 30 ft. The floor level of the kindergarten and of classrooms Nos. 9 and 10 were kept down to about grade level.

In the basement area of the existing building the heating apparatus was removed and a new boiler room was built. The space formerly occupied by the boiler has been made available for the school maintenance shop. The cafeteria space was increased by the removal of dividing partitions which formerly created space for a small office for the school nurse and space for storage. The kitchen has been improved and re-equipped. Space heretofore used for kindergarten has been assigned for use by the P.T.A. and similar organizations. In the west wing the added facilities are indicated by the plans. There is, of course, no basement area under the new kindergarten or the new north wing.

Among the improvements made on the site are an out-of-doors, paved play area for the kindergarten children. A bus entrance, turn-around and covered unloading station has been constructed at the far end of the west wing. Surplus earth from the excavations has been used to fill in the area to the north of the school, providing a considerably increased playing field.

The attention of the reader is now invited to Table I. The costs are taken from the general contractor's final records and are exact. As pointed out in the note accompanying the table, a relatively high proportion of the outlay for the heating system was allocated as a remodeling cost. This fact somewhat overweighs the cost per square foot of the remodeling operation. The figures are inter-

TABLE II. Cost Comparisons — Westbrook (Conn.) School

	Cost	Area in sq. ft.	Cost per sq. ft.
Remodeling*	\$ 70,925.25	11,183	\$ 6.35
West wing**	117,965.50	7,320	16.00
North wing***	35,842.00	2,883	12.41
Totals	\$224,732.75		

*See comment in Note to Table I. Costs include work in old basement.

**This area has a basement under the major portion and pitched roof construction was involved. Costs and areas include those applicable to the new stage addition at east end.

***Single story, no basement, flat roof.

esting in that it has been possible to segregate the cost of the remodeling work. They demonstrate that the cost per square foot, a maximum of \$6.35, is well below the cost of new construction. Since the remodeled areas have been brought close to present-day standards, the wisdom of remodeling as against abandonment is clearly substantiated.

The figures in Table II compare three different per-square foot costs; the remodeling cost, the cost of one-story and basement construction with a pitched roof, and the cost of a single story, basementless, flat roof type of construction. The interior finish was identical in each of the three portions and, since the figures are arrived at from a single operation, they are more significant than comparative figures of different jobs in different locations.

The data presented may be useful to other communities faced with a school expansion program, particularly where there may be some possibility of modernizing and adding on to existing structures. As pointed out, no two situations are identical. Each case must be carefully evaluated on its own merits and to do so involves considerable investigation and preliminary cost estimates.

The First of Three Articles —

Housing School and Community MUSIC ACTIVITIES

*Allan L. Niemi, Ed.D.**

The instruction of children is the primary function of the schools. To this function the teacher, the textbooks and teaching materials, and the school plant and its equipment, each in its own way, must contribute. To obtain maximum teaching and learning efficiency, it is imperative that the community provide the teacher with carefully adapted physical surroundings and equipment. Where music is a part of the educational program—and what school can make a claim to a balanced educational service without music—the music activities must be housed in rooms which have been carefully planned for these specialized needs.

*Northern Michigan College of Education, Marquette, Mich.

A common element of school efficiency which administrators seek is ample and well-planned teaching areas which are utilized without waste or overcrowding. In larger schools where the music activities occupy the full time of a teacher and of a music room, it is easily possible to design an efficient music classroom. Where the music activities in a small school do not permit full-time utilization of the music room area, the problem should not be solved omitting the music room as such. It is much better to plan the room as a multipurpose room and to use it for a variety of purposes.

The music teacher who insists on the construction of a music room and its exclusive use by herself does not help the movement for better music instruction. A rehearsal room

can be used for lectures, declamatory contests, debates, student organizations, and other meetings. If they are located near the auditorium stage, the practice rooms can be used for small group meetings and for supplementary activities by the dramatic and speech classes.

The school benefits greatly from the community use of the music facilities when recreational groups of adults and youths make use of the music department area. It is much less costly and far more effective to light and heat small rooms than the large main school auditorium or gymnasium.

Music rooms are used: (1) to house rehearsals and/or (2) to carry on instructional activities, and (3) to supply storage space, work space, etc.

The Large Rehearsal Room

A rehearsal room is the nucleus of all school music activities. In small schools a single, all-purpose room can be planned to accommodate the vocal and instrumental group rehearsals, small ensembles, and individual practice. In such a room cabinets can be provided to store the instruments and equipment, the library, the instrument repair facilities, the teacher's office, etc. The room can be used as a classroom for teaching theory and appreciation.

In larger schools special rooms are necessary for the scheduled and uninterrupted use of the specific activities of classes, groups, and individual students. In estimating the total area needed for an adequate department, about 1000 square feet are necessary for a 50-piece band or orchestra. An allowance of 20 square feet per student will provide for the necessary space for music, stands, and other equipment needs, and aisles and free space around the director's stand. It is easier to generalize concerning the space needs for choral groups, since chair sizes are standardized and standing room can be readily estimated. If the vocal groups stand for rehearsals, six square feet per pupil is adequate. The use of fixed chairs on risers will require more space; at least 10 square feet is necessary for each pupil if risers 30 inches wide are used. Extra space should be planned if risers with 36- or 40-inch width are preferred.

The room height should be at least 12 feet, although heights of 14 or 16 feet would be better for the large rehearsal rooms accommodating instrumental groups of 60 or more players. The provisions for natural lighting are improved if the high ceilings are planned, since more window area is possible, but then again special attention must be given to planning adequate artificial lighting and to placing the necessary acoustical materials.

The size of the school or community is not always a good indication of the possible size of the music department or the size and number of music rooms which are necessary to house the music activities. Some small com-

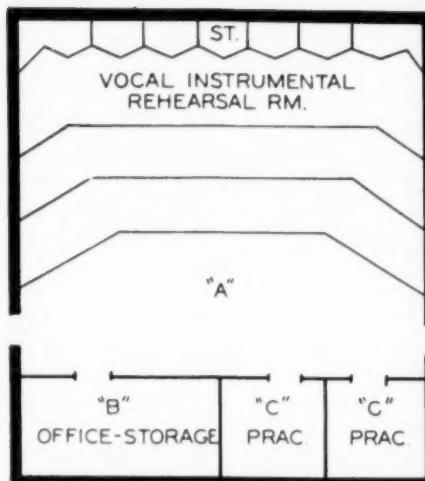


Plate I. A one room music unit for a small high school.

munities offer an extensive and inclusive music program in keeping with the local cultural interests and readily demand that the school employ more than one teacher and provide a number of specially planned music rooms.

Plate I presents some of the basic ideas which should be considered in meeting the minimum requirements for a school offering a program in music. The rehearsal room can be used for both instrumental and vocal groups—it would be adequate for small schools employing only one and possibly two music teachers. If the dimensions of the large rehearsal room "A" are 40 by 30 feet, a band or orchestra of 60 pieces, or a chorus of at least 120 voices, would find the space adequate. One music teacher would have no need for separate vocal and instrumental rehearsal rooms, although it would be well to plan some flexibility for future growth. The other suggested rooms in Plate I can be designed for storage-library, office-teaching studio, or for individual and small group practice. Storage lockers on the wall surfaces can be constructed for the school- and privately-owned instruments and other equipment. This music unit

suggests a direct entrance from the outside, so that the remainder of the school plant can be shut off or locked during the evenings. The other door should lead to a corridor and the auditorium stage. This corridor can serve as an added sound insulator to help prevent the music rehearsals from interfering with activities on the stage and in the academic classrooms.

Plate II illustrates a layout expanded, from the nucleus shown in Plate I, to offer extra practice rooms and added storage space. By removing some of the original walls a stage can be readily constructed in the front of the large rehearsal room; this room can then be used ideally as a small auditorium. Connecting doors can be placed between the various rooms, if desired. A one-teacher music department will require the amount of space shown for an adequate school and community program. The plans are suggestive only and will allow of almost endless modifications in arrangement and shape of rooms, to fit a given school plan which suits specific local needs.

Plate III, which is a plan for a two or more-teachers music unit, shows how added space can be used for another large rehearsal room. If the unit cannot be expanded on the same floor level, additional practice rooms can be constructed on the second floor. Plates IV and V show other suggestions for the ground floor and second floor plans of larger departmental needs. The general floor plans need not be altered drastically to accommodate the community music activities, except that it would be desirable to construct somewhat larger rehearsal rooms for the combined school and community music groups.

Storage Room

The sheet music, uniforms, choir robes, instruments, and other necessary equipment can be placed in specially constructed cabinets and lockers, or these materials can be kept in storage rooms. Some schools prefer to use a number of small rooms adapted to the more specialized storage needs. The instrument storage facilities should be located so as to minimize the moving of instruments. The

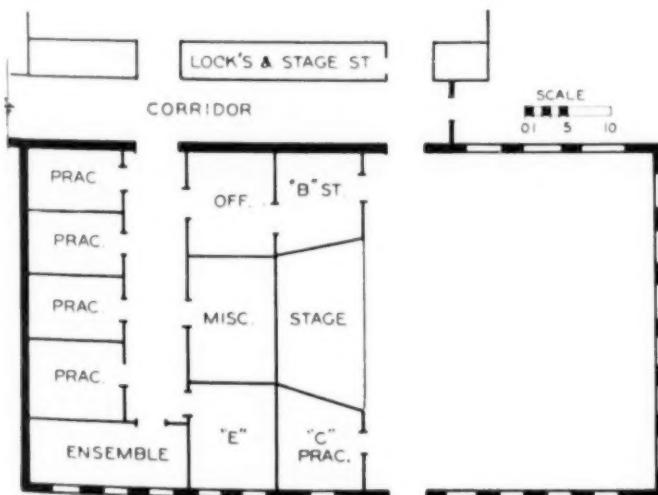


Plate II. Layout for a complete music unit in a medium size high school.

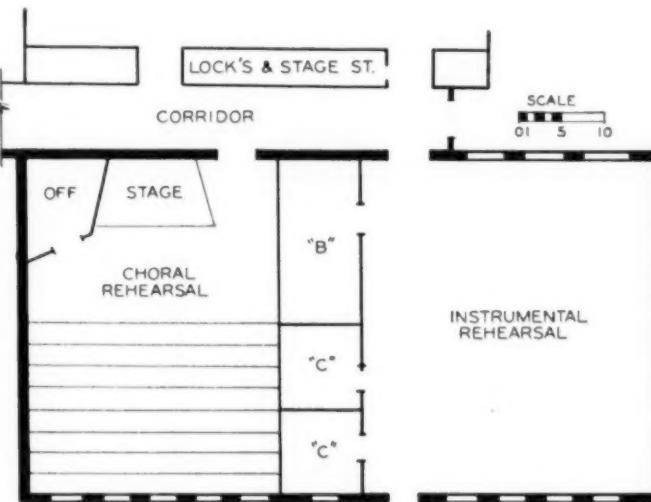


Plate III. Layout for two or more-teachers music unit.

new J. W. Sexton High School in Lansing, Mich., has made provisions for instrument storage space between the two large rehearsal rooms. This room offers additional sound-proofing during the times when there are musical activities in both rehearsal rooms. Such a room can also be used as a workshop for making minor repairs on the instruments. A Dutch door is recommended for the instrument and uniform storage room.

The corner areas of square or rectangular rehearsal rooms can be used under certain conditions for storage cabinets without sacrificing appreciable rehearsal space. Many schools prefer to use deep lockers built into the walls. Compartments and spacing of shelves should be "tailor made" to suit the storage needs for instruments and equipment. The storage space for the heavier instruments

racks. Separate, pigeonhole compartments for the caps, belts, etc., should be provided above the uniforms.

Housing the Music Library

Steel filing cabinets (thumb locks, full suspension) are recommended for storing the vocal and instrumental music. The letter-size file is satisfactory for choral music, whereas the larger legal-size is required for sheet music and the larger band and orchestra compositions. A *sorting rack* with five or six slanted shelves is valuable for distributing and arranging the music in the individual folders; it can also serve as a folder cabinet. Many music directors prefer a specially constructed *music folder cabinet* which has individual pigeonhole compartments for each folio. This cabinet keeps the music in order, facilitates

those students who play the larger instruments because of the difficulty of carrying these instruments. These practice rooms should be convenient to the back of the larger rehearsal room, so as to minimize the moving of the heavy, large instruments.

If a certain amount of floor space is set aside in the building plans for practice rooms, it is better to construct several smaller rooms rather than a few large practice cubicles. It is recommended that the practice rooms vary in size, but that a minimum floor area of 60 square feet be provided. A room with nonparallel walls (trapezoid shape) has been found to be superior acoustically, so that some schools have made definite provisions for this shape in the construction plans. Pianos are not necessary in each practice room, although they are usually in great de-

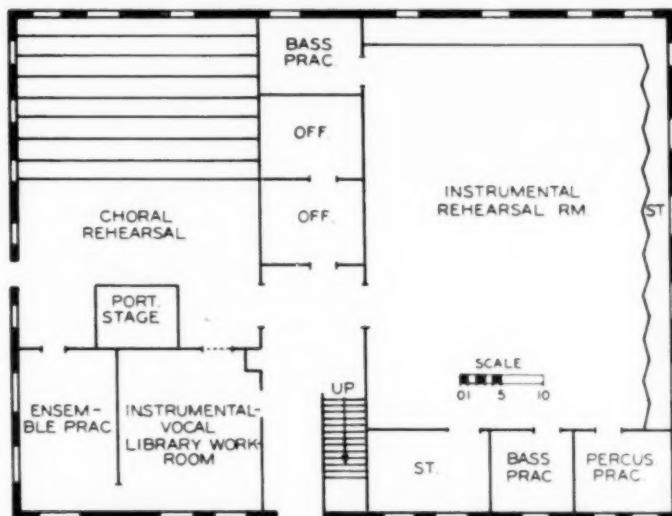


Plate IV. First floor plan for complete music unit in medium size or large high school.

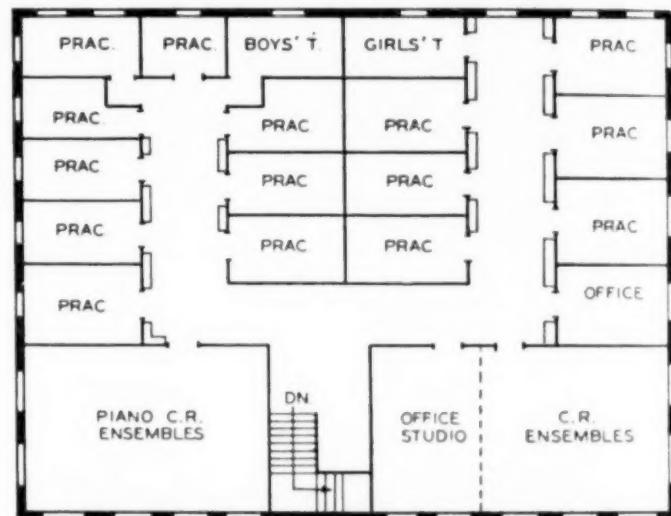


Plate V. Second floor plan for complete music unit in medium size or large high school.

should be adjoining the rear of the room where the players who use them usually stand. A maximum depth of 4 feet and a height of 6 feet is adequate for these wall closets. Since most of the smaller musical instruments can be kept in the regular student lockers, economy may suggest that no specially designed compartments be built for them. When these smaller instruments are not assigned to the students (i.e., summer vacation period), a number can be stored in the larger compartments. Felt or rubberized lining should be placed in the compartments which store the large, uncased brass instruments. Where frequent inspection of the storage compartments is considered desirable, the compartment doors may be provided with glass panels. The compartments should be provided with locks and the master key should be in the teacher's possession.

Storage facilities should be planned for the band uniforms and choir robes. This closet space should be cedar lined or otherwise safeguarded against vermin. Well-constructed, close-fitting doors will help protect against moths and dust. The closet space should be high enough so that the uniforms and robes will not touch the floor when hanging on the

passing and collecting the music, makes a quick check possible on what music has been removed for individual practice, and also provides a convenient way of carrying the music from the rehearsal room to the concert stage. The partitions should have semicircular recesses so that the folders can be easily grasped.

Cymbals, orchestra bells, drumsticks, and other small percussion equipment can be stored in a *percussion cabinet*. The cabinets should be fitted with doors and locks.

The music folio cabinets, percussion cabinets, and the sorting racks should be mounted on rubber-tired wheels and provided with handles to facilitate lifting. A box with rubber wheels and handles can be used for carrying song books to classrooms.

Music Practice Rooms

The administrative policies for allowing the students to use the practice rooms before, during, and after school hours will help determine the number of practice rooms required. The music department should encourage the students to practice as much as possible in school, so that assistance and supervision is possible. It is particularly important that practice-room facilities are provided for

mand for individual practice and for the accompaniment of soloists and small vocal and instrumental groups.

Office and Teaching Studio

A school employing one or more music teachers should provide teaching and office facilities for each full-time music instructor. Great flexibility can be exercised in utilizing this office space if it is arranged to be used as a storage room and library, or for practice space for the students and faculty. This room should be larger than the ordinary practice room so as to be satisfactory for class lessons.

General Music Classroom

Regular academic classrooms are used by many schools for classes in music history, appreciation, theory, composition, arranging, and other music instruction. Naturally, special soundproofing and acoustical treatment is necessary. Several pianos for classes in piano and keyboard study can be kept in this room.

Music Listening Rooms

Music practice rooms can be used for music listening if semiportable phonograph

(Concluded on page 64)

A Campaign Technique That Paid

N. G. Fawcett*

To be faced with the responsibility of promoting campaigns to raise money for the operation of schools and for the construction of buildings is admittedly a common, yet often, enigmatic experience for school administrators. How to develop effective techniques to educate the people about the needs of the schools is a problem growing out of this responsibility, a problem involving seemingly inextricable difficulties.

One might well ask: Why must the school administrator—if he is to keep faith with every boy and girl in America—work wisely, doggedly, and continuously to keep the public eye awakened to the necessities of the public school? After all, few serious-minded Americans today deny the importance of sound educational experience for America's children.

Nevertheless, in spite of this role education plays in shaping our American heritage, an uninformed citizenry frequently indulges in such unfair thrusts at the public schools as: "The one-room school was good enough for me!"— "What about these new-fangled ideas in education?"— "I pay enough taxes now!"— "Why should I educate other people's kids?" Thus, unwittingly, speak the critics; thus ring the quips and jabs in the ears of every school administrator throughout the land. Paradoxically, these same people frequently express the irrevocable desire for an education which will enable every boy and girl to live effectively and harmoniously in both the world of today and in the future.

As a consequence of this gap between values held and an understanding of what is involved in making them operative in a school system, there is added to the Herculean tasks facing the superintendent today another basic issue for which he and his colleagues must find an answer. How can passively interested citizens be aroused to become active, enthusiastic school supporters, willing to make reasonable sacrifices to bring about the American ideal of good schools for America's children?

Such was the situation in Columbus, Ohio, last year where the people answered the call of the schools by passing an \$11,500,000 bond issue by the overwhelming vote of 86.6 per cent on April 10, 1951. This victory for the public schools came about only 17 months after the community had approved a four-mill operating levy, two mills of which was additional.

How were the citizens of Columbus given insight into school needs? When the superintendent and his staff began to develop techniques and a plan of action for educating the public, they recognized the urgent need for a clear and factual story to reach the people of Columbus. This process had to take place within a relatively short period of time be-

fore the election if a favorable vote of 60 per cent or more, required by Ohio law, were to be obtained.

Clear-cut, hard-hitting facts were at hand. Population figures revealed an increase of 68,000 persons during the previous 10 years. Statistics showed 25,000 more babies born in the forties than in the thirties. Only \$2,000,000 of a \$6,500,000 bond issue voted in 1945 had been used because of increased costs and changing conditions. The school building survey published in September, 1950 had recommended solutions to the problems of school-housing for the ensuing 10 to 15 years.

To dramatize this factual story with sufficient forcefulness to produce the desired results presented a real problem for action research. Many procedures proved to be effective, for from the start, the job was viewed as a co-operative one involving the efforts of many individuals and groups in the schools and in the community. It is beyond the scope of this writing to describe the over-all, co-operative program of community education which evolved. However, one technique seemed to unlock the door to enlightenment for many people, thereby providing the key to a favorable vote of 76.6 per cent.

Co-operative Development of Film Strip

The use of a film strip is not new. A certain claim for uniqueness, however, lies in the fact of how the Columbus story was developed and the significant contribution the film strip made to dramatizing the story of need. The general promotional program, which might more accurately be called an educational program, was based on the assumption that people want to know the facts, and if they know and understand these facts, they will support any reasonable request for funds. Using this premise, the staff swung into action to discover the most effective way to involve the greatest number in producing an appealing story and in making it available to the public.

The Department of Research selected pertinent facts and organized them into a sequential arrangement. Enlisted next was the assistance of other departments and of the various schools whose job it was to enlarge on each fact with interesting, related information. Color photographs and charts were then designed to simplify meanings and increase eye appeal.

At this point, the Department of Audio-Visual Education took over the responsibility of finding the best locations in the city where color photographs could be taken to illustrate each pertinent fact. Co-operating with audio-visual services, the Department of Fine Arts created color illustrations of ideas and facts which could not be given expression in photo-

graphs. In a short time, the production phase of the film strip and its accompanying script was involving administrators, teachers, children, and custodians.

Paralleling this activity, another project developed under the leadership of a vice-principal and an art teacher. The outcome of their combined efforts was a small booklet entitled "Out of Balance." The booklet carried a simple analysis of the proposed building program and the answers to the questions which would be most likely to be asked during the campaign. Each major point in the booklet was carefully illustrated.

Film Strip Plays Important Role

When the film strip, the script, and the booklet were completed, the campaign was launched. During the preparation, the program had been explained to the school employees and to a representative group of five hundred Parent-Teacher Association workers. Each person had received a booklet, "Out of Balance," to familiarize himself with every detail before the film strip was assigned for use. In other words, "Out of Balance" became the textbook for resource information.

Fifty copies of the film strip were produced in color, and 50 copies of the script were made available in primer-size type. The city, divided into six geographical areas with the high school principal in each area serving as chairman, was ready for distribution and use of the new materials. Each chairman received eight sets of film strips and scripts which he assigned on request to anyone in the area who had studied the booklet "Out of Balance" and had an opportunity to go before a group. In this way, both school people and PTA people, working together, covered every section of the city with the same pictures, the same story in the same words. Everyone using this approach had at hand the same information to deal with questions raised. The booklet "Out of Balance" functioned as a common resource in this process.

At the same time, a different script to accompany the film strip was developed for the children, a script based on their level of understanding. For a month before the election, children were viewing the film strip and learning about their schools. Teachers and administrators were utilizing the educational values of the material, and adults were given an intimate picture of the whole problem of need.

The experience proved to be stimulating. Staff, children, and the community-at-large developed an attitude of common purpose and understanding. The goal was clear, the assumptions on which the undertaking was based were valid, and the objective was attained. The outcomes, however, have extended far beyond the solution of the problem at hand. Research has proved this to be true of most problem situations in education that involve co-operative participation of many individuals in their solution. That is, personal involvement in a co-operative undertaking, itself, has far-reaching values.

The Division of Instruction of the Columbus schools is in the process of developing similar techniques for in-service education to implement change in the social studies in the junior high schools. If this experiment in effecting curricular change proves equally successful, plans will be made to adapt the technique to varying uses and apply it on a broader basis.

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The American School Board Journal

William C. Bruce, Editor

A LOWER STANDARD?

EVIDENCE is piling up that in terms of the true value of the dollar, schools are receiving and spending less money than they did even two years ago. The creeping inflation which has gathered more and more momentum since the close of the war when the Federal Government began to wane at wage increases as the first welcome steps in the inflationary cycle, has not merely hit the teachers. It has seriously affected all aspects of school services—the administration and supervision, the school plant construction, teaching materials and books, school building operations. Dr. Earl McGrath, U. S. Commissioner of Education, in a recent news release on the current costs of city school systems calls the curtailment of outlay, which has occurred in face of the rise in the nation's income after taxes, a shocking condition. It is correct to say that the schools are financed at present less adequately than at any time during the past 25 or 30 years. And schoolmen seem to be quite placid and docile in the face of the growing seriousness of the situation.

If the boards of education are sincere in their work, they will take steps to keep teachers' salaries on a parity with local professional and skilled labor markets. They will ask for sufficient funds to provide ample classroom space with sufficient teaching materials to keep up the levels attained with so much effort since the close of the great depression. Dr. John Norton was right when he closed a recent address with the comment: "There must be recognition that expenditures for good schools are not a loss, but an excellent investment. The facts show that good schools contribute to general well-being in many areas of life. This requires first-rate teachers, working with adequate equipment."

HELPING THE UNDERPRIVILEGED

THE secondary school has two difficult tasks which require a periodic check if they are not to get out of hand. One is the education of the failures and near failures, those slightly unfit for complete success in the academic or even vocational school, those who require special personal guidance and teaching either because they lack the ability and ambition to carry on, or because their social environment interferes with normal progress and growth.

Every high school suffers secondly from the tendency to maintain or raise its standards of scholarship at the expense of the slow learner. Essential as this effort for better work is, it has the effect of encouraging unconscious impatience with the unsuccessful and the misfit. To shift a boy or girl to "easier" courses or to the shop, to resent unresponsiveness or even antagonism, and to just let him go is hardly the solution of any child's problem. A competent guidance department or a social worker may point out the causes of difficulty and may outline a course of action, but it takes a teacher of sympathy and deep insight into human nature to take upon herself the task of gaining a child's confidence and respect and of wisely and firmly leading him to do the best within his ability and to develop enduring life interests.

A committee of New York high school principals entrusted with the job of recommending solutions to the problem of the maladjusted pupils, particularly the delinquent, urges adjustments which apply also to the underprivileged pupil. The committee recommends, among other things, more guidance, more preventive programs, better social service. They urge that all offerings and practices of the schools be re-examined constantly—always with a critical eye on current results. They feel that slow children are always in danger of becoming delinquents when they are school failures.

In a school which has the truly democratic ideal of helping all children, the slow learner will receive the special attention and the sympathy he or she needs.

BETTER KNOWN EXECUTIVES

OF ALL important executives in local governments the school business executives are least known. Ask an average citizen for the name of the business manager of the board of education, of the purchasing man, of the school plant supervisor and the answer almost universally is "I don't know." In most municipal departments the chief executives and their leading assistants play distinct political roles even when they are career men or when they have civil service status. They are active in city-wide or ward civic movements and in politics and they are known for their work and their influence. They have very definite ideas about public relations which they use with more or less useful results for the city and for their own job security.

A similar situation rarely is found in the city school administrative setup. If the business office executives lack any important executive quality, it is articulateness; if they are prone to shun a general responsibility, it is active, energetic public rela-

tions. It is rare indeed that a business executive can be dragged into making a speech or giving out a news story. To have him express a blunt opinion or a mild criticism is unheard of.

It is quite true that school publicity naturally centers in the offices of the board president and of the superintendent of schools. It is true, too, that releases and public statements must be made prudently and with due regard for the rank and personal responsibility of each speaker. But there are many places, groups, and times where the school business executive may be expected to express himself, to correct erroneous opinions, and to give facts to people who cannot be reached by the school board members or the educational executive. So long as the business executive is tactful, constructive, and keeps the interests of the school in the foreground he deserves to be encouraged in public relations activities.

LOCAL SCHOOL ADMINISTRATION

IN A recent address Dr. John K. Norton repeated a few well-established facts concerning the local conduct of schools in American communities:

In the typical American community, efficiency and honesty mark the administration of the school system. The schools generally are easily the best example of the effective operation of government at the local level. Corruption in school government is the exception.

The typical board member is a high-minded citizen usually without political motivations and anxious to see that the schools perform their duties well.

The typical school employee is seldom a political hack. He has special preparation for his work whether he be a teacher or superintendent of schools. He tries to do his job as it should be done.

The significance of this achievement in local government is appreciated far less than it should be. After its imperfections are taken into account, it represents an example of successful local operation of government which deserves the attention of all who believe that local initiative is one of the essential ingredients in a free government. The present situation should not lead to complacency and satisfaction.

It must be feared that the average community does suffer from "complacency and satisfaction" so far as its schools are concerned. Most school boards do their work with so little friction and most school executives work along so selflessly and so competently that the local citizenry pays little attention to them. In contrast the city councils and the county boards exhibit so many of the evils of politics and self-seeking on the part of the officials that they call attention to themselves and draw away attention from the schools. As a consequence many a school system is doing no better job of instruction than it did a decade ago.

Methods of supervision and administration are relatively unchanged and the board carries along with a sense of "good feeling" that does not make for progress.

MUSHROOMING SUBURBS

THE areas around the great cities with their fantastic growth of population are matters of serious concern from the educational standpoint. One suburb may well be proud of its progressive school system with a highly developed curriculum, a well-paid and highly trained staff, and a model school plant. In contrast, there are too many nearby districts with makeshift enlargements of old buildings, a niggardly-paid group of teachers, and an instructional program which is under constant criticism by the state and county school authorities. Annexation of such districts is made difficult because the more prosperous municipalities or boroughs do not want the burden of large enrollments and of small tax valuations. The sleepy rural folks and the owners of small-cost homes in these districts oppose consolidation or annexation because of possible higher taxes.

Leadership from the state and county levels is needed to integrate the schools of such fringe areas near the big cities. The children deserve, and are in greater need of, adequate schools than their more fortunate neighbors.

HELP NEW SCHOOL BOARD MEMBERS

The *News-Letter* of the Oklahoma State School Boards Association offers useful suggestions for introducing newly elected members of school boards to the schools and to their jobs as board members.

The Association suggests that older members of the boards take at least the following four steps:

"1. Welcome the new board member and make him feel that he belongs from the very start.

"2. By your actions and conversation, the new member should be made to feel that this is a job to be done by all members working together, regardless of any business or social relationships which may exist outside of the board's activities.

"3. Make available to the new member the minutes of the board covering the last year or two.

"4. Explain the routine of paying bills and how the records are kept. Your accounting system will undoubtedly be very interesting to the new member and perhaps to the hold-over members also."

The Association suggests also that the superintendent of schools take an active part in acquainting new board members with his work and that thereby set up in the minds of the new members an understanding of the relations between the superintendent and the board and their respective functions.

ROLL CALL of School Board Associations

(Continued from page 8)

are board members and other leaders in the state who are concerned with the problem and who will ultimately find its solution.

SOUTH CAROLINA

Organized less than a year and a half ago, the *South Carolina Association of School Boards* is holding steady while the more than 1000 former districts of the state are undergoing an almost complete reorganization which is reducing their number to a total of approximately 120, many of them county units. When things settle down to the point where the new boards are functioning locally, the State Association will take on real character and force.

SOUTH DAKOTA

The *Associated School Boards of South Dakota* was legalized by a state law passed in 1949 although the association has been in existence since 1938. With authority to use public money for membership, services, and expenses to annual meetings, a large number of the independent districts in the state have joined the association. Too few rural boards are members, however, and the future calls for a program which will bring more of them in, because South Dakota is essentially a rural state. A very good journal, entitled *South Dakota School Boards*, is issued every two months.

TENNESSEE

There is still no legal authority for the use of public money to support the *Tennessee School Boards Association* which has been in existence since 1939 on the basis of dues from individual board members. Even so, membership has grown until in 1951, when 715 of the 980 board members in the state belonged to the association. The executive secretary of the T.S.B.A. also serves as director of the Division of School Board Members in the State Department of Education. This plan is being used until a law can be secured legalizing the use of public school funds which will enable the association to become strong enough financially to support its own program. Efforts will be made to have such a bill enacted in 1953. An unusually successful program of district meetings and visits to local boards by the association secretary has been carried on in Tennessee the past three years. The president of the National Association this year and last is the T.S.B.A. president, Mr. Trotter.

TEXAS

No state association has had a more spectacular development than the *Texas Association of School Boards* in the past two years. From its organization in 1941 to 1949 it had only a small membership and a limited budget. Then the University of Texas offered to assist the work of a part-time secretary (a different one each year so far) in bringing out an attractive monthly *News Letter*, in organizing regional meetings, and in develop-

ing co-operative relationships with the school administrators in connection with the Co-operative Program in Educational Administration (Kellogg Project) centered at the University. The result is a steadily increasing association membership and larger resources. An outstanding factor is the loyalty and faith displayed by the Texas leaders in the National Association, and their willingness to strain themselves to support the nationwide movement to the extent of their full goal dues this past year. The feeling of growing stronger together is wonderfully stimulating to both sides.

UTAH

Organized back in 1923, the *Utah State School Board Association* for years has enjoyed a 100 per cent membership of the 40 boards in the state on a somewhat limited schedule of dues. The devoted services for 25 years of a voluntary secretary kept the association functioning. Since his retirement this year, there has developed an increasing belief that the association might render even greater service to the state if it could acquire larger resources and a paid executive secretary who could give its affairs his undivided attention. Ways and means of accomplishing this end are being explored.

VERMONT

This past year for the first time the *Vermont State School Directors Association* affiliated with the N.S.B.A. and became a part of the larger school boards association movement. It dates back to 1930, but has until recently confined its activities largely to an annual state meeting. This spring some regional meetings were held, and the association leaders are working toward arousing greater local board interest in the state educational program and in raising the sights of the association in membership, resources, and service.

VIRGINIA

The *School Trustees Association of Virginia*, organized in 1934, this year enrolled 98 per cent of all school trustees on a nominal dues basis, and 90 per cent of them also belong to the Virginia Education Association with which the trustees meet in the fall. This spring a joint meeting was held with the school administrators of the state. Future plans include a series of five regional meetings in early fall and another five next spring, aided by the University of Virginia through the Cooperative Program in Educational Administration. In 1948 the Virginia Association issued a handbook, *Virginia School Boards*, which has had a nationwide distribution. Each year an award is made to an outstanding school board member, a practice that is being followed in an increasing number of states.

WASHINGTON

Membership in the *Washington State School Directors Association* since 1947 has been compulsory according to an enabling

act which sets the dues at \$5 per board member, payable from public funds. As districts reorganize and boards become fewer, this limitation is proving restrictive, and the association is planning to ask that it be liberalized. Although organized in 1921, it was not until an official budget made possible the employment of a full-time secretary in 1948 that the W.S.S.D.A. developed into the strong service agency it is today. It considers itself and actually is a "warehouse of information" for school directors. Counseling service, considerable research on legislative and other matters, a lending library for school directors, and a kit of printed materials to aid new directors in becoming familiar with their duties, are among the outstanding features of this association's activities.

WEST VIRGINIA

Listed last month as one of the four states not having a school boards association, word has since reached national headquarters that on June 21, 1952, the *West Virginia School Board Association* came into being with a set of officers and executive committee who, according to the new president, "would like to start our association in a proper manner and avoid pitfalls encountered by other state associations in their organizational procedure." Welcome, West Virginia!

WISCONSIN

This spring the *Wisconsin Association of School Boards* held its Thirty-first Annual Conference for two days in Milwaukee in co-operation with the school administrators of the state. Six times a year the association publishes the *Wisconsin School Board News* carrying information on local, state, and national activities among school boards. Up until now, a part-time secretary and a voluntary editor have carried on the work, but plans are developing to install a full-time secretary and maintain a state office. This will increase the services of the association to Wisconsin school boards, which still number over 5000 although some reorganization is going on all the time. This past year several large regional meetings were held by the W.A.S.B. and the Wisconsin Rural-Urban Community Schools Association, which has been set up to aid district reorganization.

WYOMING

The *Wyoming School Trustees Association* was visited in 1949 by the national executive secretary, but little information has come to headquarters recently regarding its activities. Its objective might well be to increase in strength by becoming more nearly representative of all the school boards in the state, and to profit by the experience of such somewhat similar states as Arizona, Colorado, and Utah.

Thus we reach the end of a Roll Call which has revealed the gratifying progress being made in mid-1952 by almost every state association. All this suggests the increasingly important contribution to public education which the school boards of America are destined to make through their state and national associations.

Mississippi Continues to Study Her Schools

An 18-man committee was set up by the 1952 State Legislature to study the public school system of Mississippi. This committee is composed of eight members of the Senate and ten members of the House of Representatives. Hon. Tyler Holmes, an attorney at law from Winona, the county seat of Montgomery County, is the chairman of this committee. These 18 lawmakers have gone to work in earnest on a tremendous assignment that has been given to them. They propose to study public education on the elementary and secondary levels under perhaps the following four major heads: (a) administration, (b) finance, (c) transportation and school buildings, and (d) consolidation. An over-all aspect of this study is the problem of determining ways and means of providing equal educational opportunities and facilities for the white and colored youth of Mississippi, very nearly equally divided in enrollment.

This committee along with Governor Hugh White and State Superintendent J. M. Tubb, and some other State Department of Education staff members, spent the week beginning

June 15-21 on an observation and study tour through the states of Alabama, Georgia, and South Carolina. The problems existing in these states are comparable with and rather similar to the educational problems in Mississippi. The members of the committee as well as the officials who accompanied them feel that a great amount of progress in the matter of comprehending and realizing the whole phase of this study resulted from this week's visit and tour.

This committee has the support of the State Superintendent of Education, the State Department of Education, as well as the education forces throughout the state in this great study. The people as a whole are vitally concerned over the outcome of this survey. When the study has been completed a report will be submitted to Governor White who will very probably summon the Legislature into an extraordinary session to consider the recommendations of the committee. Mississippi has faced difficult problems before; she is frankly facing this one and will solve it for the benefit of all of her children.

ADMINISTRATIVE HUMILITY

An administrator doesn't fail because he knows too little. He fails because he thinks he knows too much. It isn't a sin not to know all the answers. The sin is our refusal to admit it. "Egotism is an anesthetic provided by nature to relieve the pain of being a fool."

A young minister swaggered up the aisle and walked confidently to the rostrum to deliver his maiden sermon before a ministerial conference. After a miserable failure, he walked humbly back to his seat. As he sat down an elderly pastor tapped him on the shoulder and whispered, "Young man, if you would have gone up there like you came down, you would have come down like you went up."

A college professor acknowledged that he lectured the entire period without interruption for fear a student would ask a question he couldn't answer. He had not yet learned that students love the teacher who admits he doesn't know everything. A wise old philosopher once told a class of student-teachers that it paid to let students catch them in an occasional mistake. Students would think they were human.

An egotistical student informed his philosophy professor that he refused to believe anything that couldn't be proved. "Young man," replied the instructor, "you are doomed to live in a very narrow world. Do you realize that even the most scientific proof begins with an assumption?"

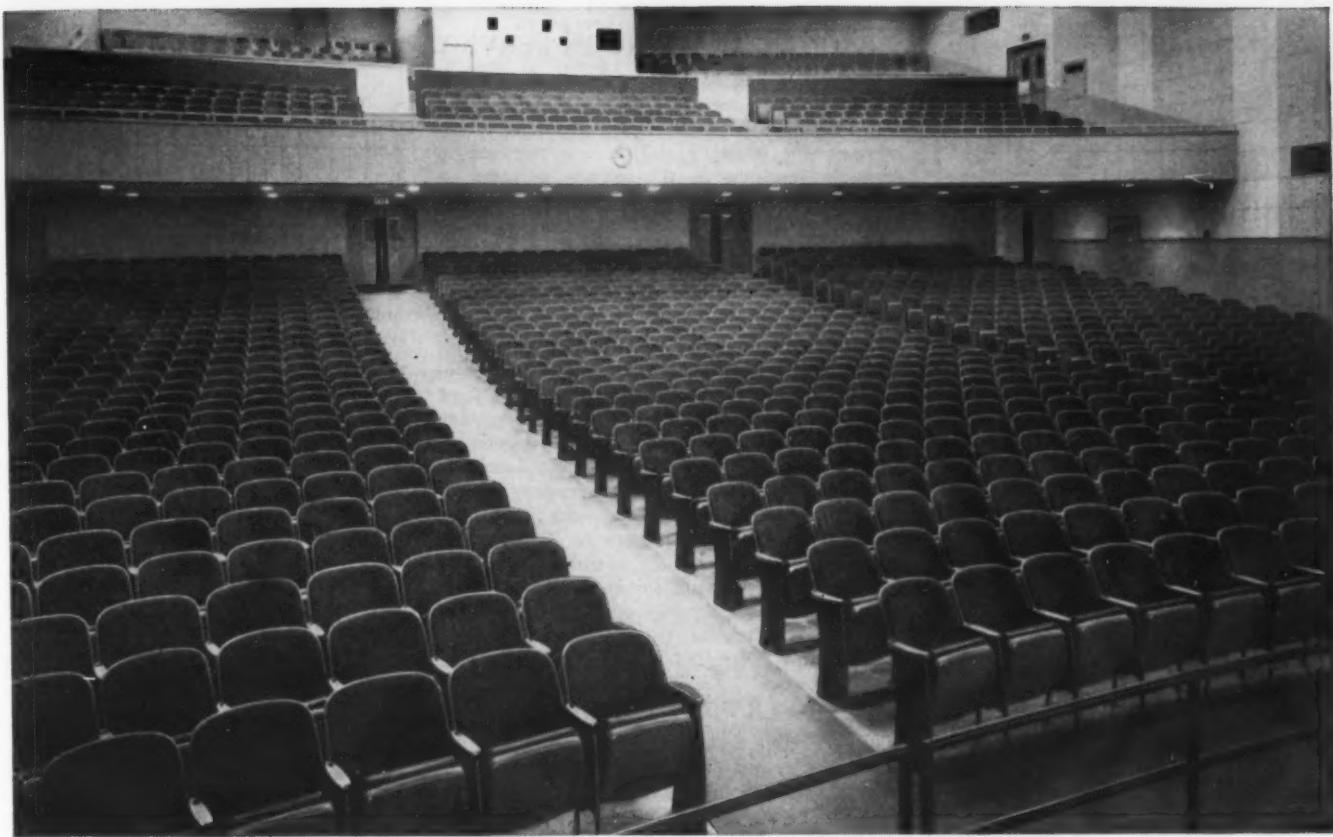
A know-all administrator had his ego deflated by a friend who asked him for answers to the following questions:

"How do you happen to be here? When did time begin? Could it have a beginning? If so, what happened before? If it has an ending, what will come after? Or, are beginnings and endings only a part of a mortal vocabulary? What is nothing? Is the universe limited? If so, what lies beyond? Do you believe in the invisible? If not, did you ever see the wind? Do you believe something can be created from nothing? Doesn't scientific theory begin with assumptions?"

People like the person who is so human that he admits his mistakes and doesn't leave the impression he is the sole exception to human stupidity.

Lincoln once observed, "Everybody knows more than anybody." One of the requirements for inheriting "the earth and all that's in it is not to look too good nor talk too wise." That person is liked who doesn't flaunt his knowledge but prefers to be thought a fit competitor for the dolt who was so dumb "he didn't know anything. He didn't even suspect anything."

The greater the intelligence, the more humble the individual because he realizes how meager his knowledge compared with the comprehensive ocean of intelligence in this illimitable universe. — BRICE DURBIN.



John Burroughs High School, Burbank, California, equipped with 1,475 Bodiform Chairs. Architects: Austin, Field & Frey, Los Angeles. Superintendent: J.R. Croad.

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Finest in full-upholstered seating—induces pride and respect in school and community—stimulates interest and co-operation in school activities. Also available with tablet-arm.



POSITIVE EMPHASIS

The Uniontown, Pa., elementary schools have used during the 1951-52 scholastic year a new plan of recording children's work and of reporting results to the parents. Report cards have been issued four times and have been accompanied in cases of exceptionally good work or noticeably poor work with requests for the parents to visit the teachers for conferences on the recorded results. All teachers have been asked to mark children's papers on the basis of correct achievement rather than error or failure. The marks given have been noted as A, B, C, according to excellent, good, or acceptable achievement. These marks were given after all the papers in the classes had been sorted according to the teacher's estimate of each child's use of his or her intellectual, physical, social, and moral capacity. Children who have done very exceptional work without apparent stress have been subjects of parent-teacher conferences to discover the possibility of more rapid advancement or enriched teaching and learning. The parent-teacher conferences (PTC), in the cases of unsatisfactory work have been directed to discover and apply remedial measures for overcoming immaturity, physical handicaps, emotional maladjustment, lack of application, or other causes. All parents irrespective of a "PTC" note on the reports have been asked to visit the teacher for conferences. Supervising Principal Fred E. Bryan feels that the plan expresses the educational philosophy of the schools and promises to produce excellent results.

TEACHER TRAINING IN SERVICE

Under a ruling of the La Porte, Ind., board of education, all members of the school teaching and administrative staff, except those who have attained the master's degree, are required to study in residence on the campus in some accredited school, college, or university, or in units of these schools away from the campus. They are required to earn credits of at least five semester hours during the first five years after first employment and during each successive five-year period.

It is the purpose to encourage continued professional growth on the part of individual teachers. Courses taken to meet the requirement must be approved in advance by the superintendent, Paul F. Boston, and by the board of education.

Failure of a teacher to earn credit toward a degree will cause a reduction in salary in the amount of \$50 per year for each year such failure continues. All teachers in LaPorte are required to hold first-class teaching certificates of the state of Indiana in whatever field such employee is engaged. Any employee who does not hold a certificate must pursue a summer school course until the requirements are met.

IN-SERVICE TRAINING

The Iberville Parish school board at Plaquemine, La., has conducted an in-service training program for teachers during the school year 1950-51. Planned by group participation, the program of action was adopted by the school personnel and consisted of developing general objectives for the schools during the year. The main objectives were: (1) improvement of reading for all purposes; (2) improvement of human relations in and out of the classroom; (3) improvement and encouragement of more

parent participation in the total school program.

Marked progress has been made in the school health program. The health committee, organized several years ago, set as its objectives a five-point program providing for: (1) instruction of teachers in health services; (2) screening of children by teachers; (3) having children with physical defects and nutritional defects visit their doctors and dentists; (4) complete physical examinations for first-grade children; conduct laboratory examinations of all first-grade children.

As a result of the work of the committee, the carrying out of these objectives has rendered an invaluable service to the school children, especially the underprivileged ones. An outstanding contribution has been the work of the parish nutrition committee which has sought to improve the health of children through improved diets and correct eating habits.

REORGANIZED

The Wayne Township Schools, near Fort Wayne, Ind., have been reorganized, the professional administration to comprise an advisory board and trustee, a superintendent of schools, four principals, and teachers in charge of the schools. The township schools are under the direction of the township trustee and are a part of the county school system.

An administrative council has been established. This council, which consists of the superintendent, the principals of the several schools, and the trustee, has four functions: (1) it serves as a clearinghouse on school problems; (2) it serves as an advisory body to the superintendent; (3) it discusses administrative and educational problems of the schools and offers solutions; (4) it develops policies for the administration of the schools.

GUIDES FOR LOCAL SALARY COMMITTEES

The New York State Teachers' Association, in its bulletin for March 1, 1952, prints a report on "Guides for Local Salary Committees," in which it lists a few factors for which local adjustments must be made. The list includes: (1) varying responsibilities for different positions; (2) differences in qualifications; (3) recognition of years of experience within or without the system; (4) differences in standards of living; and (5) recognition of outstanding service. To help local communities attain adequate professional salaries for teachers, a series of bulletins is being prepared for the guidance of local groups in studying the problem. These include: (1) basic data and sources; (2) methods of gathering and presenting facts; and (3) salary schedule provisions.

IN TENNESSEE

The outstanding work of local boards of education, in the state of Tennessee during the past five years, has been the development of programs for financing and constructing new school buildings and improving the transportation systems. In 1949, the state set up an appropriation of \$7,300,000 for capital outlay purposes, and these funds have greatly assisted the local school boards in adequately meeting their building needs.

A number of boards in the state have voted bond issues of one million dollars or more for school building programs. Jefferson County, with an assessed valuation of twelve million dollars, has passed a two million dollar bond issue, and Robertson County, with an assessed valuation of eighteen million dollars, has voted \$2,440,000 in bonds for the construction of school buildings.



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SELF-AUTHORIZED CONSTRUCTION MATERIALS

U. S. Commissioner of Education Earl J. McGrath has announced a change in the instructions on self-authorization for construction materials used in school building projects. The original CMP Regulation 6, provided that schools, colleges, and libraries might use for each project during any one quarter:

1. Five tons of carbon steel, not to include more than 2 tons of structural shapes and no wide-flange beam sections or columns;
2. Seven hundred and fifty pounds of copper and copper base alloys;
3. One thousand pounds of aluminum;
4. No alloy steel or stainless steel.

For the copper to be used as a conductor of electric current, aluminum may be substituted on the basis of one pound of aluminum for every two pounds of copper.

No reduction in allocations of critical materials for the fourth quarter of 1952 has been announced because of the current work stoppage in steel production.

SCHOOL BUILDING CONSTRUCTION

During the month of May, 1952, contracts were let for 649 school and college buildings in 37 states east of the Rocky Mountains. Dodge reports that the cost of these contracts was \$145,652,000.

During the month of June, 1952, contracts were let for 31 school buildings in 11 states west of the Rocky Mountains. The contract cost was \$9,743,428. One hundred and sixty-two additional projects were reported in the preliminary stages to cost an estimated \$90,719,214.

SCHOOL BUILDING COSTS

The general national building cost index as of June 1 stood at 548 according to the latest report of the American Appraisal Company.

SCHOOL BOND SALES

During the month of May, 1952, sales of \$98,204,500 school bonds were recorded. The average yield at the end of the month was 2.10 per cent.

The total sales for the first five months were:

	1952	1951
January	\$ 74,478,210	\$ 59,976,560
February	88,699,750	83,346,150
March	57,649,906	63,590,700
April	94,653,295	120,012,195
May	98,204,500	119,847,225
<i>Total</i>	<i>\$413,685,661</i>	<i>\$446,772,830</i>

FILMSTRIP AVAILABLE

The American Association of School Administrators has prepared a film strip of 119 frames showing the school building architectural exhibits held at the Boston, St. Louis, and Los Angeles regional conventions. The film strip is sold at \$5 per copy from the Washington Office of AASA.

HOLD CONFERENCE

The School of Education of Indiana University held on July 10 and 11, the annual School Building Planning Conference under the direction of Dr. Paul W. Seagers.

SCHOOL BUILDINGS

► The Amarillo, Tex., board of education is planning a school plant expansion program to include a senior high school, a junior high school, and four elementary buildings to cost altogether \$5,000,000. The board has accepted a Citizens Advisory Committee to assist in working out the construction program and in promoting a new bond issue.

The schools are growing at so rapid a rate that the increase is expected to be 14 per cent during the coming school year. In addition to the large additional enrollment due to the increased birth rate the school district has just completed three new elementary schools and several additions, a junior high school, and has under way additions to five other elementary schools and one junior high school.

► New Rochelle, N. Y. The first section of the George M. Davis Elementary School will be ready for occupancy in February, 1953. The building will include eight rooms, administrative offices, a kindergarten, creative arts room and shop, and a combination lunchroom and playroom. The second section, to be completed in the near future, will add ten rooms, an auditorium, gymnasium, music room, home-economics room, and a library. The school has been named after George M. Davis, Jr., a member of the board of education for 25 years and its president for many years.

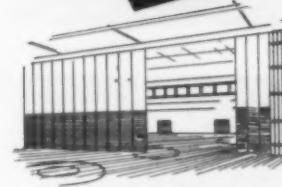
► Richmondville, N. Y. The board of education has begun the erection of an addition to the central school, consisting of five classrooms, a teachers' room, a kitchen, and cafeteria. The building is to be completed next fall.



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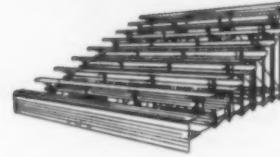
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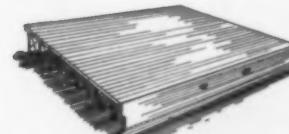
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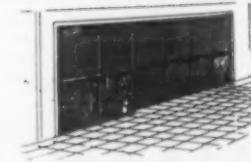
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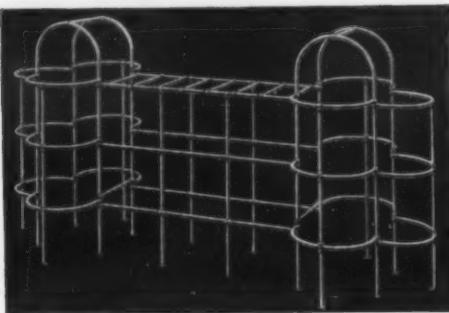
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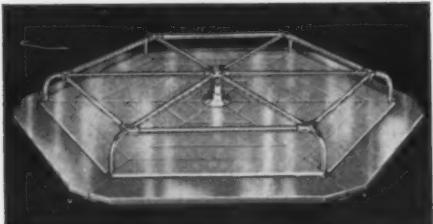
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NEW PUBLICATIONS for School-Business EXECUTIVES

Survey of the Shawnee-Mission, Kansas Area

Conducted by the Institute of Field Studies, Teachers College, Columbia University, New York. Paper, 88 pp.

This report deals with a survey of the public school building requirements, elementary and secondary, of the 57.4 square mile area comprising the high school district of the Shawnee-Mission Area close to the metropolitan Kansas City. The survey outlines a conservative solution to the very difficult anticipated school needs of the next decade of a great sprawling area which may readily shift its growth tendencies from one to another direction. The present large high school should not be enlarged and one 1500-capacity building should be erected promptly. A second senior high school will be needed by 1956. If a junior high school plan is adopted, seven buildings will be ultimately needed; 15 elementary buildings are called for. The district has a reasonable indebtedness and will be able to finance the added school plant.

School Building Program for Austin

O. E. Domian, paper, 26 pp. Bureau of Field Studies, University of Minnesota, St. Paul.

This study analyzes the good present school plant of Austin, a growing city which is expanding its educational program and which will shortly need an elementary school building and additions to existing buildings to cost \$1,212,000. In subsequent years up to 1955-56, additional buildings will be necessary to cost \$508,000. The program anticipates the need for the expenditure of \$1,100,000 about 1958-59 and recommends the immediate decoration and refurbishing of the older buildings, which while excellent must be adjusted to the developing instructional program at a cost of \$250,000. The community is financially able to carry on the program.

State School Systems: 1949-50

By David T. Blose and W. A. Jaracz. Circular 344, U. S. Office of Education, Washington 25, D. C.

This advanced statistical summary indicates that the total school enrollment by states in 1949-50 was 25,111,000, of which 19,405,000 were in elementary schools and 5,707,000 were in secondary schools. The total number of high school graduates in 1950 was 1,063,444. The average percentage of attendance was 88.7 and the average number of school days per year was 177.9. The value of all school property was \$454 per child. The teaching personnel numbered 962,174 with an average salary of \$3,010. The current expense per pupil in average daily attendance was \$208.83.

The School Teacher's Day in Court

Bulletin for February, 1952. Paper, 24 pp. Published by the Division of Research, National Education Association, Washington 6, D. C.

This thirteenth annual compilation of court decisions reports 51 cases for the year 1951, classified under appointment, salary, tenure coverage, demotion, dismissal, oaths, retirement, liability, and miscellaneous problems. The latter includes a case on the eligibility of a teacher to serve as a board member.

Milwaukee Guide for School Lighting

By S. J. Sutherland. Mimeographed, 22 pp. The Board of School Directors, Construction Division, Milwaukee 1, Wis.

This guide presents (1) a general discussion of the school lighting problem in Milwaukee by the official architect and chief of construction; (2) specific recommendations for selecting fluorescent lighting fixtures; (3) a check list of rating points of fixtures; (4) a method of determining costs as related to lighting efficiency. A useful appendix provides an analysis of approximate values and maintenance factors of lighting fixtures. Finally, there is an information form to be filled in by prospective bidders on fluorescent lighting fixtures. A limited number of copies of the guide are available to school authorities.

The Use of Industry Aids in Schools

By Lanore A. Netzer. Paper, 176 pp. Distributed by Wisconsin Manufacturers Association, Milwaukee 2, Wis.

This doctoral dissertation is a study of the use made in 119 city public school systems in Wisconsin of industrially sponsored films, slides, booklets, and other materials which have instructional value. The study indicates clearly that teachers prefer to use these materials when they are colorful and have genuine teaching values. At present, some of the materials are too difficult, too technical, and too narrowly commercial in purpose. Preferences are for charts and films strips which have quick recognition values rather than motion pictures. A majority

of the teachers did not consider advertising a serious problem except when it obviously reduces the informational quality of a slide or booklet.

The booklet will be valuable to supervisors and other school authorities who are picking commercial materials for school use, and to advertising men in industry who are preparing materials to send to school.

Teacher Personnel Procedures, 1950-51

N.E.A. Research Bulletin, April, 1952. Price 50 cents. National Education Association, Washington 6, D. C.

This bulletin summarizes: (1) employment conditions in service, including salaries and related factors of compensation; (2) opportunities and requirements for appraisal, promotions, and advanced professional study; (3) sick leave and related provisions; (4) administrative policies and techniques for personnel management.

Natick Campus Style Senior High School

By Natick High School Survey Committee, Natick, Mass. Paper, 16 pp. School Committee, Natick, Mass.

This clever booklet, prepared by Cory-Snow, Inc., a Boston advertising agency, answers the question: Do you know what the new Natick "campus style" senior high school means to your family? Its effectiveness may be judged by the fact that the bond which had failed previously carried by a big majority.

SCHOOL BOND SALES

Sequoia, Calif., Union School District. Sold, 1.5 million dollars at 2.077% cost.

Meriden, Conn. Sold, \$650,000 at 100.60 for 1.60% coupons.

Naugatuck, Conn. Voted, \$1,150,000.

Champaign, Ill., School District No. 116. Sold, \$1,340,000 at 1.799% cost.

Madison Co., Ill., School District No. 7. Sold, \$1,000,000 at net cost of 2.331%.

Lake County, Ill., Community High School District No. 123. Voted, \$2,100,000.

Crawford Co., Ill., School District No. 2. Sold, \$800,000 at 100.03615 for combination of 2%, 2 1/4%, and 2 1/2%.

McHenry Co., Ill., Consolidated District No. 47. Sold, \$330,000 at 2.3764% cost.

Des Moines, Iowa. Sold, \$1,700,000 par plus premium of \$2600 for 1 1/2%.

Hudson, Kans. Voted, \$135,000.

Smith Center, Kans., School District No. 4. Voted, \$348,000.

Jefferson Parish, La. Voted, \$3,500,000 bonds.

Ecorse, Mich., Fractional School District No. 3. Voted, \$1,650,000.

Lincoln Park, Mich., School District. Voted, \$1,700,000.

Pontiac, Mich. Sold, \$1,800,000 at 1.24% cost.

Farmington, Mich. Sold, \$850,000 at cost 3.07965%.

Forest Lake, Minn., School District No. 104. Voted, \$875,000.

Jeffers, Minn., Consolidated School District No. 74. Voted, \$220,000.

Joplin, Mo. Sold, 1.5 million dollars at 100.8575 for 2% coupon.

Valley, Neb. Voted, \$298,000.

Bridgewater Twp., Raritan, N. J. Approved, \$1,500,000 bonds.

Babylon, N. Y., Union Free School District. Sold, \$1,184,000 at 100.94 for 2.7% coupons.

North Dansville, West Sparta, and Dansville, N. Y. Voted, \$1,350,000.

Salina & Clay, N. Y., Central School District No. 1. Voted, \$2,170,000.

Oyster Bay, N. Y. Sold, 2.2 million dollars at 100.59 for 2 1/4% coupons.

School District No. 1, West Sparta and Dansville, N. Y. Sold, \$1,350,000 at 100.30 for 2.30% coupons.

Central School District No. 4, Cortlandville, N. Y. Sold, \$1,075,000 at 100.67 for 2 1/4%.

West Carrollton, Ohio. Sold, \$1,050,000 at 102.23 for 3% coupons.

Tulsa County Independent School District No. 1, Okla. Sold, \$2,000,000 at 2.04813% cost.

Philadelphia School District, Pa. Sold, 10 million dollars bonds at 101.03 for 2 3/8% coupons, a net interest cost of 2.2986.

Sharon, Pa. Adopted, \$1,267,095, budget.

Greensburg, Pa. Adopted, \$974,076.

Upper Darby Twp., Pa. Sold, \$600,000 at 100.911 for 1 1/2% coupons.

Corpus Christi, Tex., Independent School District. Voted, 2.5 million dollars.

Borger, Tex., School District. Voted, \$850,000.

Nacogdoches, Tex., School District. Voted, \$850,000.

Pasadena, Tex., School District. Sold, \$746,000.

Prince William County, Va. Voted, 2.7 million dollars.

Edmonds, Wash., Shoreland School District. Sold, \$800,000 at 1.7692%.

Appleton, Wis. Sold, 1.5 million dollars at 1.73% cost.

Beloit, Wis. Voted, \$350,000.

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N.E.A. AT DETROIT FIGHTS ATTACKS

The National Education Association at its 90th annual meeting in Detroit, June 29 to July 4, devoted much time to the discussion and condemnation of attacks on the public schools; to the long range betterment of teaching which will follow the establishment of a National Council for the Accrediting of Teacher Education; to the improvement of the status of teachers through higher salaries, greater freedom, and more security.

The convention viewed with strong resentment the growing inclination of local groups to examine and condemn textbooks for "subversive" materials, particularly economics and civics texts which are considered to contain New Deal or leftist points of view. The teachers declared unnecessary the legislation in thirty states requiring loyalty oaths particularly because the vast majority of teachers are completely patriotic and only a minute fraction have been misled into disloyal actions. Through its Defense Commission, the convention expressed its opposition to the attacks made on the schools by professional agitators and well-financed critics whose purposes will not bear scrutiny.

Mrs. Agnes Meyer of Washington opposed parochial and private schools as unable to teach democracy. They have, she said, a right to exist under the laws. Charles P. Taft, candidate for governor of Ohio, held almost diametrically opposite views. He urged that the idea that Americans can maintain enough spiritual strength in the concept of democratic unity "just won't wash." The schools are failing to teach the basic elements of the good life upon which the justice



Mrs. Sarah C. Caldwell
President, N.E.A. 1952-53

and the progress of the Western world is built. He supported the released time program and urged that teachers who have personal religion be picked and trained; he asked that noncontroversial religious material on which the major religious groups agree, be included in the nonreligious subjects.

Federal aid to education without federal control and limited to public schools was endorsed.

Mrs. Sarah C. Caldwell, teacher, of Akron, Ohio, was elected president for 1952-53. David

Stoney of Columbus, Ohio, was elected to the executive board and Miss Cora Mourey, Charleston, W. Va., was elected a trustee. The 1953 convention, to be held June 28 to July 3, will go to Miami Beach, Fla.

CUSTODIANS CONFERENCE

The board of education at York, Pa., held on June 23-24 a city-wide institute for school custodians and maintenance workers under the direction of S. Gordon Rudy, secretary. The entire gamut of custodian problems, including maintenance and housekeeping, were discussed by such experts as K. W. Haslam, Alfred S. Holt, Dr. John W. Lewis of Baltimore, and E. E. Finn. The program included demonstrations as well as addresses and round-table discussions.

SCHOOL BUDGETS

Tucson, Ariz. Adopted, \$5,470,936.

Ames, Iowa. Approved, \$53,910, maintenance budget for 1952-53.

Detroit, Mich. Adopted, \$48,838,726, budget.

Grand Island, Neb. Adopted, \$861,452, operating budget, an increase of \$71,773.

Ardmore, Pa., Lower Merion Twp. Adopted, \$3,096,314.

Arnold School District, Tarentum, Pa. Adopted, \$403,880, budget.

Fawn Twp., Tarentum, Pa. Adopted, \$89,207.77.

Buffalo Twp., Tarentum, Pa. Adopted, \$145,687.

Bremerton, Wash. Adopted, \$2,067,581.

Covington, Ky. Budget, \$1,597,256, adopted.

Medford, Mass. Budget, \$2,413,358, adopted.

Bristol, Conn. Budget, \$1,573,721, adopted.

Keene, N. H. Budget, \$791,445, adopted.

McKeesport, Pa. Budget, \$2,047,016, adopted.

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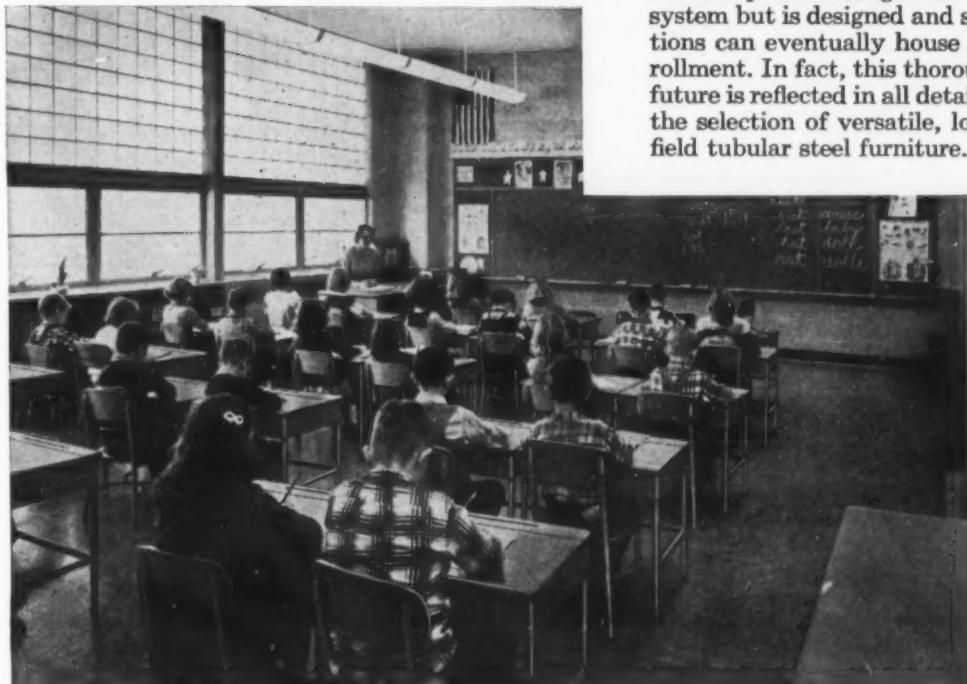
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North Street School Shows Thoughtful Planning



The North Street School, Rittman, Ohio, not only relieves present congestion in the District's primary system but is designed and situated so that later additions can eventually house the entire elementary enrollment. In fact, this thoroughgoing provision for the future is reflected in all details of equipment, including the selection of versatile, long-lived Heywood-Wakefield tubular steel furniture.

Advance planning of the school was coordinated by W. H. Hauenstein, Superintendent of the Rittman school system, and the building was designed by Spahn and Barnes, Architects, Cleveland Heights, Ohio. Installation of tubular steel furniture was arranged by the Theodor Kundtz Company, Cleveland, distributors for Heywood-Wakefield Company, Chicago, Ill.



Ample space, good lighting, and thoughtfully selected furniture characterize the 12 classrooms of the North Street School. The furniture includes 396 S 1028 LL desks and 476 S 915 all-purpose chairs such as shown here. These are ruggedly made of welded, tubular steel and are light enough to be regrouped as classroom activities require.

Write today for the new catalogue showing the full line of Heywood-Wakefield School Furniture and Auditorium Seating.



*School Furniture Division
Gardner, Massachusetts and
Menominee, Michigan*

★ The ORIGINAL Tubular Steel School Furniture ★

TURFING ATHLETIC FIELDS

(Concluded from page 30)

tem is from March to October. Fields which are equipped with a sprinkling system should be seeded early in the spring or in September.

5. The nature of the soil present on the field will determine how much sand is necessary to apply in order to insure good drainage. Four inches of sand was necessary for this particular field, but that amount is not standard for all fields.

6. The athletic field should be equipped with necessary drainage and sprinkling systems before it is turfed.

7. In Portland, Ore., the recommendations of a firm of specialists who have had many years of experience in building golf courses and athletic fields was used. These men retain a competent engineer and a staff of skilled workmen in turf building and installing sprinkling systems.

THE SPECIFICATIONS

1. Scope: 1.1 It is the intention of these specifications and the accompanying drawings (not here shown) to describe the grading and turfing of the athletic field at Roosevelt High School, 6941 N. Central Street, Portland, Ore.

1.2 The work contained in these specifications involves the furnishing of all labor, material, and equipment necessary or required to completely grade, cultivate, and seed the area within the enclosure of the running track, except the cindered areas including the runways for the jump pits, the jumping pits, the shot-put area, and the 2½ ft. warm-up track which is on the field side of the inside curb of the regular running track.

1.3 This contract shall include all excavating, grading, cultivating, sanding, seeding, fertilizing, rolling, and cutting of turf.

2. List of Drawings Applicable: Turfing of Roosevelt High School Athletic Field, Drawing No. 159-6

Title: Grading and Seeding Plan

3. Grading: The area inside the running track shall be graded to a maximum crown of about 12 inches using the existing dirt. A smooth and even contour shall be provided so that all surface water will drain from the field to the running track. Extreme care is to be taken to prevent any disturbance of the subdrainage tile system. Should this tile be broken or disturbed the drainage is to be completely restored before seeding or rolling is started.

4. Cultivation: The entire area shall be thoroughly cultivated to a depth of 6 inches, and then brought to a smooth even surface with a suitable float.

5. Sanding Field: After the above process, a 4-inch layer of fine bank or silt sand shall be spread evenly over the entire area and worked into the surface soil with a rotary tiller, or similar implement. The field shall then again be brought to an even surface by cultivating lightly and floating, leaving the surface in a smooth and friable condition suitable for the reception of seed.

6. Seeding: 6.1 Materials: The lawn seed shall be new crop seed, certified as to purity and germination. The seed shall be graded in two mixes as follows:

No. 1 Mix: 33½% Rye Grass
33½% Chewing Fescue
33½% Red Fescue
No. 2 Mix: 50% Blue Grass (*Poa Praetensis*)
25% Blue Grass (*Poa Trivialis*)
10% Highland Bent
5% Seaside Bent
5% Astoria Bent
5% Colonial Bent

6.2 Instructions: First, seed evenly with the No. 1 Mix at the rate of 1 lb. to each 200 square feet of surface and then hand harrow the seed into a depth of ½ inch. Next seed evenly with the No. 2 Mix at the rate of 1 lb. to each 400 square feet of area, and rake in very lightly.

7. Fertilizing: 7.1 Materials: Commercial fertilizer shall be organic base with a quick available analysis of 6% nitrogen, 10% phosphoric acid, and 4% potash.

7.2 Instructions: It shall be spread over the entire area following the seeding with a good mechanical spreader at the rate of 100 lb. to each 2000 square feet of area. The entire area shall then be rolled with a 500 lb. lawn roller.

8. Maintenance: The seeded area is to be maintained by watering and mowing, and reseeding if necessary, until an even stand of grass is attained for a period of approximately thirty days from date of seeding. Two cuttings of grass shall be made and the custodian in charge of the field be given supervision for the first growing season.



► DR. FREDERIC ERNST, associate superintendent of schools in charge of high schools, New York City, has been promoted to the new full time position of deputy superintendent by Dr. William Jansen. The new office which carries a salary of \$25,000 will relieve Dr. Jansen of some of his heavy responsibilities. It is expected that Charles Gilman, auditor of the board, will be similarly promoted to a new office, school business administrator, at \$22,500 per year.

► Euclid, Ohio. SUPT. RUSSELL H. ERINE has retired for reasons of health.

► AARON T. LINDLEY of Lafayette has been elected superintendent of schools for Fort Wayne, Ind., to succeed Merle J. Abbott. Salary has been fixed at \$12,000 with increases of \$1,000 for three years.

► The new superintendent of schools at Grinnell, Iowa, is KYLE C. JONES, formerly of Emmetsburg.

► RALPH A. OSBORN, of Annawan, Ill., has accepted the superintendency at Arcola.

► GUY KIMPLING, of Cowden, Ill., has been elected superintendent of schools at Virginia.

► PAUL B. EDWARDS, of Newark, Ohio, has been re-elected for a three-year term.

► ALBERT C. JOHNSON, of Chelsea, Mich., has accepted the superintendency at Willow Village, where he succeeds Charles S. Cameron.

► PAUL H. EMERICH, of Berrien Springs, Mich., has been elected superintendent at Fremont.

► DR. BUELL G. GALLAGHER, Assistant United States Commissioner of Education has been appointed president of City College, New York, N. Y.

► At Verona, N. Y., the Verona central school board has effected a reorganization of the school system, with WILLIAM T. THOMPSON as superintendent; JOHN B. PILETTE as principal of the junior-senior high school; WILBUR F. HOYT as vice-principal of the junior-senior high school; SEWARD B. DODGE and MRS. EVA D. GRIFIN, administrative assistants; MRS. RUTH P. KREITER, guidance director, and MISS FLORENCE M. BINGHAM, elementary supervisor.

► DR. L. EUGENE JACQUES, formerly assistant principal of the Allegheny Valley Joint Dist., of Allegheny County, Pa., has been elected supervising principal of schools at Jersey Shore, Pa. He succeeds Charles W. Potter, who is retiring this year after 42 years in schoolwork.

► JERRY KIRK has been elected superintendent of schools at Muleshoe, Tex.

► WILLIAM MIDDLETON, Hillman, Mich., has accepted the superintendency at Riverdale. He succeeds Howard Nunn, who has accepted a position in the suburban area of Battle Creek.

► ARLIE A. REED, of Nashville, Mich., has accepted the superintendency at Lake Orion.

► LOY O. FROHMAN has been elected business director of the Danville, Ill., public schools to succeed Fred Anderson, retired. The board has fixed the salary range at \$5,200 to \$7,000.

► DR. MASON OLcott, former instructor at the University of Pennsylvania and Central College, Pella, Iowa, has been sent to Thailand, South India, for one year to assist the United Nations Educational, Scientific, and Cultural Organization in their campaign to raise living standards through adult education.

► WALTER N. TOBRINER has been appointed a member of the Washington, D. C., board of education.

Griggs Modern School Seating

Griggs Skyliner Chair Desks — the finest in movable classroom seating — has provided for extra storage space by the addition of a "side pocket" as shown at right. In addition to this large, roomy pocket, there is a large area under the seat.

The modern lines of the four Skyliner Straight Chairs harmonize with every classroom setting. They come in a choice of beautiful colors on the metal frames and serve students from kindergarten through college.



The side pocket is constructed of tough steel and does not take up extra classroom space.

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TEACHERS' SALARIES

► Upon recommendation of Supt. Charles M. Rogers the school board has given all teachers in the Amarillo, Tex., schools a \$200 cost-of-living adjustment for 1951-52 and an additional \$100 adjustment for 1952-53. These adjustments are added to the regular salary schedule which begins with a minimum of \$2,700 for the beginning teacher with a bachelor's degree and no experience. Beginning teachers with the master's degree and no experience receive \$3,200 during the first year. The maximum salary for teachers with the bachelor's degree is \$4,100 and with the master's degree \$4,700.

► Two AFL unions have asked the Pittsburgh, Pa., school board for a flat \$500 salary boost for teachers for the 1952-53 year. The board salary committee is studying the pay situation but will not act prior to budget time in September or October.

► The Washington, D. C., board of education has fixed the new teachers salary schedule at \$3,600 minimum, annual increase at \$300 and a maximum in seven years of \$5,600. Teachers with master's degrees will begin at \$3,800 and climb to \$6,100.

► New Haven, Conn. The school board has approved a new schedule for 1952, bringing all teachers to the \$2,800 minimum. The schedule provides a range of \$2,800 minimum to \$5,000 maximum. Teachers receiving less than \$2,800 will be brought up to that figure and given a \$25

adjustment for each year of service up to five years. Those with two years' service will receive an adjustment of \$50, those with three years, \$75, those with four, \$100; and those with five years, \$125.

► River Forest, Ill. The school board has adopted a salary schedule, calling for increases of \$200 at each of the 15 steps. Teachers holding an A.B. degree will receive \$3,200 during the first year. Teachers holding a master's degree will be paid a maximum of \$5,300 per year.

► Midlothian, Ill. The school board has changed from a single standard to a multiple salary schedule. Teachers who teach all subjects all day in one room will receive a starting salary of \$3,200 a year.

► Whiting, Ind. The 53 teachers of the school staff have been given increases of \$300 for 1952. The schedule provides a maximum of \$6,000 a year for teachers with a master's degree, \$5,500 for those with a bachelor's degree, and \$4,800 for those with no degree.

► Belleville, Ill. The Belleville township high school board has adopted a revised salary schedule for 1952. The schedule sets the minimum salary at \$2,700 and the maximum at \$4,600, with the maximum to be reached in twenty years.

► The Springfield, Ill., school board has revised the salary schedule to provide teachers with a bachelor's degree a range of \$3,100 minimum and \$4,900 maximum and teachers with a master's degree a minimum of \$3,300 and a maximum of \$5,100.

Teachers who earn credits toward the master's degree will be compensated by additions of \$50 to \$200 to the base scale, depending upon the semester hours earned. The average increase will be \$233 per teacher. The local teachers federation

has asked a \$500 increase and the principals had asked \$600.

► The school board of Miami Township, Yellow Springs, Ohio, has adopted a new salary schedule for teachers in the school system. All salaries are based on years of service and professional training. Teachers with two years' training and 60 semester hours begin at \$2,100 and go to \$2,700 in the seventh year; teachers with 2 1/4 years' training and 75 semester hours, start at \$2,300 and advance to \$2,900 in the seventh year; teachers with three years' training and 90 semester hours begin at \$2,400 and go to \$3,000 in the seventh year; teachers with 3 1/2 years' training and 105 semester hours start at \$2,500 and go to \$3,150 in the eighth year; teachers holding a B.A. degree begin at \$3,050 and go to \$4,250 in the twelfth year; and those having an M.A. degree start at \$3,250 and go to \$4,450 in the twelfth year. Extra allowances above the basic schedule are paid commensurate with the extra duty performed.

► The board of education of the Pana, Illinois, Community Unit School District No. 8 has adopted a new teachers' salary schedule to be effective September 1, 1952.

The minimum pay of teachers under 60 semester hours has been fixed at \$1,800; under 90 semester hours at \$2,000; immediately under a bachelor's degree, \$2,200; with a bachelor's degree, \$2,520; with a master's degree, \$2,700; with a master's degree plus eight semester hours, \$2,760. Teachers with a bachelor's degree will receive \$3,660 in the fifteenth year; with a master's degree, \$3,840; and with a master's degree plus 8 semester hours, \$3,900.

For the current year a cost-of-living adjustment of \$300 is added to the basic schedule.

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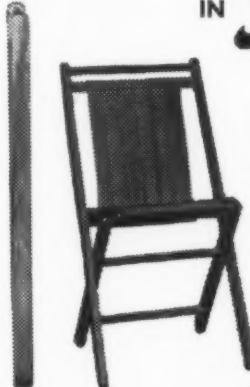
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There is no folding chair on the market today that compares in strength and stamina! Made of good hardwood, won't tilt, pinch or snag. Finished in natural varnish, walnut stain or in color (red, blue, green or orange). Opened and closed with hand and foot.

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So, nothing but the best will do. The reserve power and ruggedness of these famous school buses combine to produce vehicles with extra margins of safety, greater durability and economy of operation.

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International Schoolmaster series seat from 16 to 66 passengers. 5 models, GVW ratings from 12,500 to 24,000 lbs. Wheelbases — 154, 172, 190, 208, 226, 244, 247 inches.



HOUSING MUSIC ACTIVITIES

(Concluded from page 46)

and radio equipment are available. Some schools may prefer phonograph turntables with earphone attachments. This equipment can be placed in the classroom or study hall without serious interference. Some large schools provide comfortable multiuse lounging rooms for their music listening activities.

Broadcast Control Booth

All types of programs can (and should) be broadcast from the schools. The booth should be well insulated for sound and should have windows for viewing the performing groups. Equipment for tape, wire, or conventional phonograph recordings are valuable in all phases of music education and study.

Washroom and toilet facilities should be conveniently located to the music department. If the remainder of the building is locked during the evenings, these facilities should be planned within the music unit.

IMPORTANCE OF WORK-EXPERIENCE IN EDUCATION

(Concluded from page 26)

1. It provides an opportunity for youth to apply classroom knowledge to practical situations.

2. It provides better employees for the community, who serve customers and businessmen better.

3. The young persons become better citizens by learning to carry responsibility, and to find a place in the community.

4. It draws school and community closer together through better relations.

5. Youth is helped bridge the gap between school and work.

6. Teachers become more conscious of the needs, responsibilities, and requirements of business

7. Businessmen are helped to get better employees who can work in a more efficient manner.

8. It helps the young employee develop a sincere interest in the welfare of the business.

9. It helps produce a better civic spirit for community betterment.

10. It provides opportunities that keep the young people in the home community.

PERSONAL NEWS

► The Indianapolis, Ind., school board has appointed STANLEY E. EIKENBERRY as secretary and assistant business manager. He succeeds PETER J. VAN GEYT, deceased.

► LEE KANKIN has been elected to head the board at Lincoln, Neb.

► EARL BINGER has been elected president of the new five-man school board of the Gard school district, Gard, Mich. Other officers are THOMAS PRESTON, secretary; CHARLES CHRISTIE, treasurer; and MRS. BERENT VAN LENTE and J. J. GARD.

► WALTER P. GEYER, a member of the school board of Amherst Dist., in Snyder, N. Y., for 12 years, is retiring this year. He has been active as president of the board, president of the Erie County School Board Association, and director of the Association.

► W. L. D. JOHNSON has retired as principal after 40 years' service in the Houston, Tex., schools.

► MORRIS DE PREZ has been elected president of the Shelbyville, Ind., school board.

► J. ROY DICKIE has resigned as president of the Pittsburgh, Pa., school board. He plans to live in Florida with his wife. He was elected to the board's top office for a six-year term in February, 1947.

► DR. ADOLPH L. LEWIN, 81, has been named president of Pittsburgh, Pa., school board. He missed only one school board meeting since becoming a charter member of the board in 1911.

► EAST BATON ROUGE, La. REX BEARD succeeds CLARK L. BARROW as superintendent of parish schools. Mr. Barrow has been elected president of Southeastern Louisiana College, Hammond. Mr. Beard was assistant superintendent in charge of business affairs.

► PERCY FOOR has been retained as president of Everett-Southern Joint School Board at Everett, Pa.

Board Member Retires

William Dwight Herrick, 88, retired on April 8, 1952, with over 60 years of combined school board service for Districts 58 and 99, Downers Grove, Ill. Mr. Herrick will continue to serve the superintendent and the boards of education in an official administrative assisting capacity. In recognition of his tremendous community service, the board of education has rightfully named the Junior High School Building now under construction in his honor. By a popular vote sponsored by the local newspaper, and widely participated in, Mr. Herrick received an overwhelming vote and was accorded the title "Outstanding Citizen." The Chamber of Commerce granted a lifetime honorary recognition of his extensive community service. This membership was presented by the Honorable Everett Dirksen, United States Senator from Illinois. The local Lions club of which Mr. Herrick is a charter member has awarded similar recognition. Mr. Herrick, among other duties, will complete the writing of his memoirs as a school board member and will compile a history of the Downers Grove Public Schools.



W. D. Herrick

membership to Mr. Herrick in community service. This membership was presented by the Honorable Everett Dirksen, United States Senator from Illinois. The local Lions club of which Mr. Herrick is a charter member has awarded similar recognition. Mr. Herrick, among other duties, will complete the writing of his memoirs as a school board member and will compile a history of the Downers Grove Public Schools.

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"DUHONEY-20" AUTOMATIC LOCK

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Safe, Rugged, **DELTA** Tools Are Ideal For Use By Untrained Students

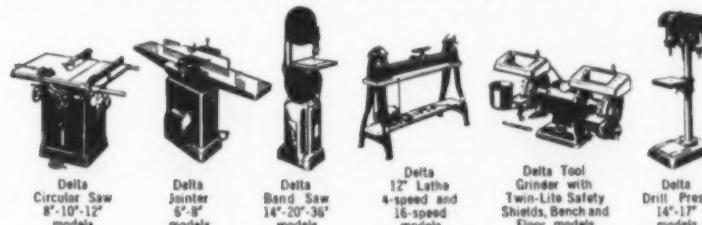
Says **LINWOOD P. ERICKSON**, Industrial Arts Instructor, Strong High School, Strong, Maine

"When faced with the problem of securing equipment for the shop in our brand new school, it was unanimously agreed that we would order Delta Power Tools."

"We chose Delta with the following in mind:

1. **None of the students had previous shop training**
2. **The tools would have to take a lot of rough treatment**
3. **Safety features had to be superior**
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GET THE UTMOST IN VALUE AND LASTING SATISFACTION FOR YOUR SHOP BUDGET BY CHOOSING THESE DELTA TOOLS.



"Delta Tools have lived up to their fine reputation in every way with us. We got just what we wanted."

Mr. Erickson's experience proves again why Delta has won such an enviable reputation with educators throughout the world—why the most valuable "assistant" in any school shop is a Delta Tool.

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 Send me the booklet "How to Plan a School Workshop."

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News of Products for the Schools

School Planning Laboratory Developed at Stanford

The school planning laboratory of Stanford University is the first center for applied and fundamental research, aimed at producing an integration of the best discoveries of all groups who play a part in educating children. Over fifty industrial firms are co-operating in the development of the laboratory. The laboratory hopes through the conduct and publication of research, through a field service in which it helps with local school planning problems, and through the education of administrators and teachers to set a course leading to better schools. Inquiries from interested persons and organizations are invited.

(For Convenience, Circle Index Code 056)

Revolutionary Kitchen Sink For Middle of the Room

A revolutionary new kitchen sink, called the Midway, has been designed by American-Standard for middle-of-the-room installation. It represents a complete departure from conventional kitchen sink



DEPARTURE FROM CONVENTIONAL

design by allowing use of the sink from all four sides. A centrally located sink saves steps and adds convenience to a variety of kitchen tasks while allowing almost unlimited freedom in kitchen planning and layout, according to the manufacturer.

For more information, write to *American Radiator & Standard Sanitary Corp., Section S.B.J., Pittsburgh, 30, Pa.*

(For Convenience, Circle Index Code 057)



"CYCLOMATIC ACTION"

Low Priced Spirit Duplicator Designed for School Trade

A table-model Spirit Duplicator designed to fulfill all school requirements at a price schools can afford, has now been made available. This new machine incorporates the features of more expensive duplicators while including the same precision engineering and rugged construction that highlights Old Town's time-proved heavy duty machines. This New Model 9S *Copymaker* features "Cycloomatic Action" which assures faster, more brilliant copies and a lifetime of service, fluid control, and a patented sheet separator. Produces 1 to 6 colors at one time in split seconds. Makes over 140 clean, clear copies a minute of anything that can be typed, written, printed, or drawn, on varying weight paper or card stock from 3 by 5 in. to 9 by 14 in.

A new brochure describing this machine is available to anyone writing *Old Town, Section S.B.J., Brooklyn 17, N. Y.*

(For Convenience, Circle Index Code 058)

New Air-Reducer Added to Trane Hot Water Line

A new hot water heating specialty — an easily installed fitting for removing air at the boiler — has been introduced by The Trane Co., manufacturers of air conditioning, heating and ventilating equipment. Design of the Trane Air-Reducer eliminates two adapter connections, thus enabling easier, faster, and more economical boiler installation according to the manufacturer. The Air-Reducer is, in effect, a pipe within a pipe. The brass inner tube extends the hot water system's supply main below the surface of the water in the boiler, preventing air from entering piping and heating units.

Additional information describing the new Air-Reducer and other Heating Specialties is contained in a new edition of Trane Bulletin J-355, available from The Trane Co., Section S.B.J., La Crosse, Wis.

(For Convenience, Circle Index Code 059)

Green Tinted Glass Now Available in Truck Cabs

Green-tinted glass, reducing both glare and heat and enhancing driver visibility and comfort, will be made available in all International truck cabs and panel trucks. The tinted glass, called Solex Duplate, a product of Pittsburgh Plate Glass Company, will be standard equipment on the new short-dimension "102 space saver" Roadliner models. It will be optional at extra cost in all other models. The glass is credited with absorbing much of the sun's heat and reducing eyestrain without sacrificing the light transmission characteristics of high-quality glass.

For additional information write to *International Harvester Company, Consumer Relations Department, Section S.B.J., 180 North Michigan Avenue, Chicago 1, Ill.*

(For Convenience, Circle Index Code 060)

Greater Visibility and Convenience in New Duplicator

Constant motion studies made in the field by *Ditto* engineers are the reason behind the handsome streamlining of the new *Ditto D-45 Office Duplicator*. "The operator is part of the machine, and when we pay attention to her comfort and convenience we arrive at a more effective total unit," says Frank Gregor, Jr., director of Sales Promotion, *Ditto, Inc., Chicago*. The



STREAMLINED DUPLICATOR

new machine is 5 in. lower, its stand is 6 in. deeper. This seats the operator naturally, it puts the finished copy tray at her easiest reach, and it puts finished copies directly in line with her gaze, for constant, easy check on copy production.

For details write to *Ditto, Inc., Harrison and Oakley Blvd., Section S.B.J., Chicago, Ill.*

(For Convenience, Circle Index Code 070)

(Continued on page 68)

Instead of buying new...he RENEWED



with G-E TEXTOLITE*

Here's how the desk maintenance problem was solved at the Senior High School in Baraboo, Wisconsin.

Better Than The Original At Much Lower Cost

New desks or else find a suitable resurfacing material — that was the problem facing Mr. Gordon L. Willson, Superintendent of the Baraboo, Wisconsin, Public Schools. The tops were rough and disfigured, but the rest of the desks in good condition.

Read what Mr. Willson says about G-E Textolite plastics surfacing.

"Nearly a year ago we had 80 school desks re-finished using G-E Textolite for the writing

surface. I should like to report that this job was completed in a workman-like manner, and it has proved very satisfactory in service.

"The Textolite supplies us a hard surface which is perfect for writing and entirely acceptable as to its light reflectance. I feel that this installation has given us more satisfactory furniture than the original was when new; and the economy is obvious."

You can reclaim many years of useful service by restoring desk tops with G-E Textolite. Call in a Roddis-craft representative from any of the warehouses listed below, or write for complete information.

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NATIONWIDE Roddis-craft WAREHOUSE SERVICE

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Cincinnati 2, Ohio 836 Depot St.	New York 55, N. Y. 920 E. 149th St.
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Kansas City 3, Kan. 35 Southwest Blvd.	Philadelphia 34, Pa., Richmond & Tioga St.
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News of Products . . .

(Continued from page 66)



HANDY DISPENSER

"Cut-Quick" Package For Adhesive Tape

Red Cross Adhesive Tape in a new "Cut-Quick" package that eliminates the use of scissors when a strip of tape is needed has been developed for the school first aid center. The cover of the package does the cutting with its serrated edge. There is no groping or scraping to find the end of the tape, for it is always free of the roll and easy to grasp. For details write to *Johnson & Johnson, Section S.B.J., New Brunswick, N. J.*

(For Convenience, Circle Index Code 071)

Radical Paint for Highly Porous Surfaces Developed

Hydrocide Colorcoat is a new paint, which primes, seals, and finishes highly porous masonry surfaces in just one application! Colorcoat's specially formulated oil base paint and aggregate hides, fills in cracks and chips on old buildings or prevents them in new buildings. Easy to use, it flows on like soft putty. Applied by brush or spray. Six limeproof colors.

Write for full information and color card *Dept. P-3, L. Sonneborn Sons, Inc., Building Products Division, Section S.B.J., 80—8th Avenue, New York 11, N. Y.*

(For Convenience, Circle Index Code 072)

All Purpose Vac-Blower Outfit in One Machine Introduced

A new Vac-Blower, model BV-100 with detachable power head and wide selection of cleaning attachments was introduced by Multi-Clean Products, Inc., of St. Paul, Minn. An all-purpose industrial vacuum cleaner and a powerful blower, it is said the unit will clean everything from basement to roof and will cut cleaning costs, because the one machine does the work of two.

For information write to *Multi-Clean Products, Inc., Section S.B.J., 2277 Ford Parkway, St. Paul 1, Minn.*

(For Convenience, Circle Index Code 073)



SAVES 50 PERCENT

Push Button Control Featured in Towel Dispenser

A new "Push Button Control" towel-dispensing cabinet which reduces consumption of towels up to 50 per cent or more has been released for national distribution by the Bay West Paper Co., Green Bay, Wis., following nearly a year of pretesting in institutional washrooms. Though very easy to operate, it provides the desirable "control" that discourages waste of towels. By the simple process of pushing a button in front of the cabinet and then turning

(Continued on page 70)



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- MODERN IN APPEARANCE • AVAILABLE IN
13", 15", 17" and 18" SEAT HEIGHTS.

ADJUSTABLE DESK TOP Height of desk easily adjustable to 4 positions.

As desk top is raised, opening between desk and back-rest is simultaneously increased, providing more room for larger pupils.

EASY INGRESS AND EGRESS Ample clearance and lack of obstruction permits easy ingress and egress to desk.

STURDY DESK SUPPORT Welded 12 Ga. Steel Post with formed steel V-Brace under desk provides strong, rigid support, with ample leg-room and no sharp corners.

EDGE-PROTECTED FORM-FITTING PLYWOOD SEAT The edges of the comfortable form-fitting plywood seat are protected all around.

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ONE PIECE STEEL BOOK COMPARTMENT Formed and embossed book compartment with large opening.

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*Tablet
Arm Chair*

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THE NORCOR MANUFACTURING COMPANY
Dept. A, Green Bay, Wisconsin

Factories: Green Bay, Wis. Portsmouth, N. H. Gillett, Wis.



Field house at Lake Forest College, Lake Forest, Ill. Size 120x200 feet, with additional space for classrooms, dressing rooms and equipment storage. Framing and roof trusses are timber, with walls of structural aluminum. Architect Naess & Murphy, Chicago; contractors A. L. Jackson Co., Chicago.

Low-cost Field House

This clean cut structure is a typical case of how engineered timber construction of Timber Structures, Inc. makes field houses financially possible for high schools and colleges.

Original estimate of \$300,000 for another kind of construction was prohibitive. So the field house was designed for timber construction, and was built for less than \$200,000. *And with this saving there was no sacrifice of usefulness, size or permanence of construction.*

If your school has a construction problem, whether it be a field house, gymnasium, auditorium or classroom building, your consultation is invited. See your nearest Timber Structures office, or write us direct. Fill in the coupon for an informative illustrated booklet, "Modern, Functional Schools".



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874 GREEN BAY ROAD WINNETKA, ILLINOIS

News of Products . . .

(Continued from page 68)

ing a small crank at side of cabinet, a single towel is dispensed.

For additional information write to the *Bay West Paper Co., Section S.B.J., Green Bay, Wis.*

(For Convenience, Circle Index Code 074)

Plastic Musical Footballs Usable in Fund Drives

Miniature *Beetle* plastic footballs which play favorite college songs will score touchdowns with students and old grads alike. The durable *Beetle* surface is grained like a real football and laces are painted in school colors. Swiss music movement plays



MUSICAL MINIATURE

one of 25 available college, high school, and military tunes. Molded of American Cyanamid Company's *Beetle* Plastic, these footballs are suitable for sale in school stores and in alumni fund-raising campaigns. The musical footballs are available as single units or as part of pen and pencil desk sets.

For additional information write to *Patent Button Company, Section S.B.J., Knoxville, Tenn.*

(For Convenience, Circle Index Code 075)

Indoor-Outdoor Chair For All Occasions

A lightweight steel chair which combines beauty with comfort for all occasions has been announced recently. Suitable for outdoor gatherings, rain doesn't bother it. Built for comfort, it has a curved back which fits body conformation, its wide, roomy seat accommodates largest person. Live rubber feet on all four legs prevent slipping, protect floors from marring. The Indoor-Outdoor chair is manufactured by the *Lyon Metal Products, Incorporated, Section S.B.J., Aurora, Ill.*

(For Convenience, Circle Index Code 076)



Antislip Floor Finish Developed

An antislip floor treatment called "Grip-Kote," has been developed containing enough carnauba wax so that it responds to buffing, but it eliminates the excessive pliant qualities of wax. It dries in 20 minutes with a high, hard gloss, and is said to be nontacky, water resistant, and long wearing. While designed for all floors, it is especially adapted for asphalt tile.

For information write to *Continental Car-Na-Var Corporation, Section S.B.J., Brazil, Ind.*

(For Convenience, Circle Index Code 077)

Descriptive Material

► A folder containing instructions and recommendations on the proper care and maintenance of asphalt tile floors has just been released by the Asphalt Tile Institute. The folder gives simple rules for cleaning and waxing, and also describes the recommended types of casters, glides, and other floor protection equipment to be used on furniture to prevent marring or indenting the surface of asphalt tile and other resilient floors. Many other simple but important points on proper floor care are covered in this folder which was prepared by the Floor Protection Committee of the Institute. Single copies may be obtained without charge by writing to the *Asphalt Tile Institute, Section S.B.J., 101 Park Avenue, New York 17, N. Y.*

(For Convenience, Circle Index Code 078)

► A newly issued 64-page booklet lists the comprehensive line of maintenance products of the Churchill Manufacturing Company as well as scientifically developed programs for all types of floors. Building and maintenance supply articles of the finest quality are attractively illustrated and thoroughly explained. A copy may be had by simply writing to the *Churchill Manufacturing Company, Section S.B.J., Galesburg, Ill.*

(For Convenience, Circle Index Code 079)

► A manual of modern equipment for homemaking departments describing "How to Improve Homemaking in Schools and Colleges" is available on request from the *Mutschler Brothers Company, Section S.B.J., Nappanee, Ind.*

(For Convenience, Circle Index Code 080)

► A catalog illustrating and describing the new line of hand saws by *Rockwell Tools, Inc.*, is now available by writing to *Rockwell Tools, Inc., Section S.B.J., 1314 Kinnear Road, Columbus 8, Ohio.*

(For Convenience, Circle Index Code 081)

► "A Basic Plan for Record Retention and Destruction" is the subject of a new brochure just released by Remington Rand Inc., to aid management in the intelligent planning for disposition of records at the time they are created by destruction of useless records and the economical, safe storage of those that must be retained. Copies of the handbook can be obtained by writing *Remington Rand, Inc., Section, S.B.J., 315 Fourth Avenue, New York 10, N. Y.*

(For Convenience, Circle Index Code 082)

► "Modern Functional Schools Through Engineered Timber Construction" is the title of a new bulletin available from *Timber Structures, Inc., Section S.B.J., P.O. Box 3782, Portland 8, Ore.*

(For Convenience, Circle Index Code 083)

(Continued on page 71)

(Continued from page 70)

► The complete line of Weston electrical instruments available for educational needs is described in a new catalog which includes panel, portable, switchboard, and special types. Copies are available by writing to *Weston Electrical Instrument Corporation, Section S.B.J., 617 Frelinghuysen Avenue, Newark 5, N. Y.* (For Convenience, Circle Index Code 084)

► A variety of useful information concerning design, ratings, installation, and performance of National Fintube Convector is presented in Catalog No. 587 which is now available from *The National Radiator Co., Section S.B.J., Johnstown, Pa.* (For Convenience, Circle Index Code 085)

► "Anti-Slip Floor Waxes" is the title of a new brochure describing the action of "Ludox" Colloidal Silica, a development of Du Pont's continuing research effort, in imparting greater safety to floor waxes. Copies of the brochure may be obtained on request from *E. I. du Pont de Nemours & Company, Section S.B.J., Grasselli Chemicals Department, Wilmington 98, Del.* (For Convenience, Circle Index Code 086)



R. G. HALVORSEN



G. M. O'BRIEN

► Howell G. Evans, formerly vice-president in charge of sales, has been elected to the newly created executive position of senior vice-president by the board of directors, Hamilton Manufacturing Co., Two Rivers, Wis., according to an announcement by E. P. Hamilton, president. R. G. Halvorsen, formerly sales manager of the company's Contract-Distributor Division, succeeds Evans as vice-president in charge of sales for all of the company's eight lines. The board of directors also created the new post of vice-president in charge of research and elected C. S. O'Neil to that position. The three executives have long-time records of service with the Hamilton organization.

The appointment of George M. O'Brien as sales manager of the laboratory equipment division to succeed A. R. Salveson, who has been named manager of the company's New York office, was also announced. O'Brien comes to Hamilton after 27 years' experience as a school administrator in various Wisconsin school systems. For the past nine years, he has been superintendent of the schools of the Two Rivers system. For the past year, he served as president of the Wisconsin Association of School Administrators.

Manufacturers' News

► The daylighting survey conference sponsored recently by the Pittsburgh Corning Corporation at the Stockton school, East Orange, N. J., describing the methods employed to check classroom lighting and present-day equipment which increases or decreases sunlight. In the course of the discussions, the hexagon shape classroom was praised as ideal for school use as it permitted all pupils to see and hear well at all times while providing the greatest amount of daylighting.

Check List of Advertisers, New Supplies and Equipment

To facilitate use of this index, a code number identifies the advertisements and new supplies and equipment carried in this issue. The page reference is also included. In requesting further details, subscribers may write direct to the individual companies or may use the coupon when requesting information from a number of firms.

CODE NO.	PAGE NO.	CODE NO.	PAGE NO.
80 AMERICAN PLAYGROUND DEVICE CO.	56	835 TITUSVILLE IRON WORKS CO.	52
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82 AMERICAN SEATING COMPANY	51	837 UNIT STRUCTURES, INC.	6
83 CERTIFIED EQUIPMENT MFRS.	16	838 VALLEN, INC.	58
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August, 1952

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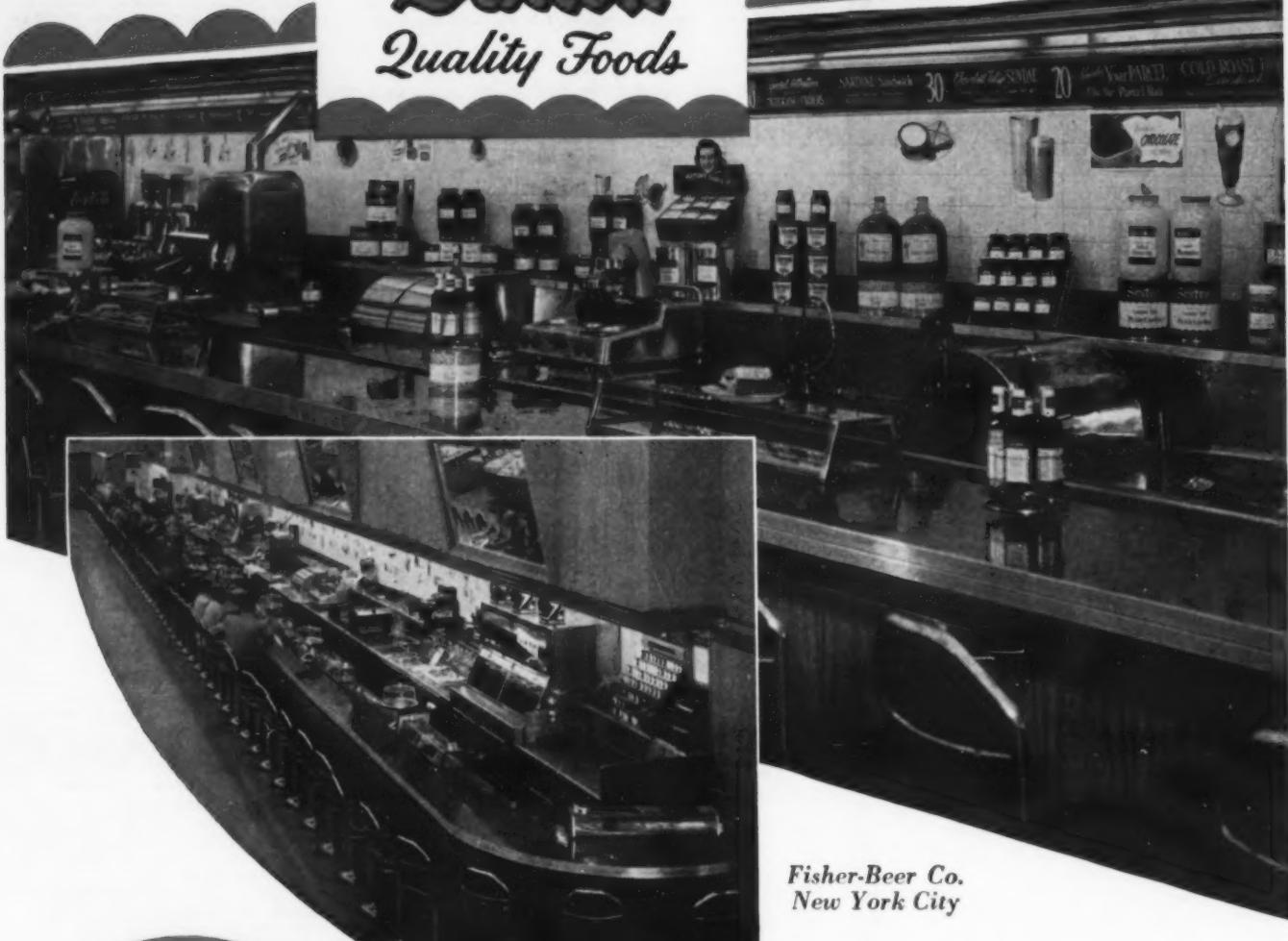
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